

Federal Perkins V State Plan

In Fulfillment of the Requirements of the
Strengthening Career and Technical Education for the
21st Century Act

OMB Control Number: 1830-0029

Arizona State Board of Education

*US Department of Education
Office of Career, Technical, and Adult Education
Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan*

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(Section 131(a)(3) of Perkins V)

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Based on census data, 70% of the secondary funds will be awarded based on the number of individuals 5-17 years of age residing in the area being served by an eligible recipient who are from families below the poverty level for the preceding fiscal year. The balance of the funds (30%) will be awarded based on the number of individuals 5-17 years of age residing in the area being served by an eligible recipient. Awards to eligible charter or BIE recipients will be made on a county-by-county basis. Funding will reflect the percentage of a county's charter or BIE students being served relative to a county's total attending ADM counts for all participating eligible recipients. 41

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1. Identify and include at least one (1) of the following indicators of career and technical education quality- 42

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COVER PAGE

A. State Name: Arizona

B. Eligible Agency (State Board of Education) Submitting Plan on Behalf of State:

Arizona Department of Education

C. Individual serving as the State Director for Career and Technical Education

1. **Name:** C. Kevin Imes
2. **Official Position Title:** State Director, Career and Technical Education
3. **Agency:** Arizona Department of Education
4. **Telephone:** 602-364-2211
5. **Email:** kevin.imes@azed.gov

D. Individual serving as the State Director for Career and Technical Education:

C. Kevin Imes

E. Type of Perkins V State Plan Submission - Subsequent Years (Check one):

☒ **New State Plan (FY 2024-27) - if an eligible agency selects this option, it will then complete Items F, G, and H.**

☐ **State Plan Revisions (Please indicate year of submission: ____)** - if an eligible agency selects this option, it will then complete Item F. Type of Perkins V State Plan Submission - Subsequent Years:¹

F. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – Subsequent Years:²

No

G. Governor’s Signatory Authority of the Perkins V State Plan:

H. Date that the State Plan was sent to the Governor for signature:

☒ The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.

☐ The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

I. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

⁴ Under section 3(18) the term eligible agency means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.

Authorized Representative Identified in Item C Above (Printed Name)

C. Kevin Imes

Telephone:

602-364-2211

Signature of Authorized Representative

Date:

INTRODUCTION

Introduction

The clear path to a strong, vibrant future for Arizona and its communities lies in maximizing the “ecosystem of opportunity” that exists in urban and rural communities that each contribute to the state’s future talent. New industries, new opportunities, and a growing population all portend great things for the state. At the heart of realizing all of these opportunities is the talent engine in the K-12/14 education system that fuels the employers and industries growing the state’s economy and position in the world.

Arizona’s Career and Technical Education (CTE) programs are among the most vital of those connections: uniting real-world knowledge, skills, and abilities alongside hands-on training that academics alone simply can’t provide. With more than 70,000 students graduating from high schools across the state each year, and another 100,000+ enrolled in community colleges, CTE programs uniquely equip students to step into the world of work or higher education well-prepared for success in either or both. We firmly believe that every Arizona student should be a CTE student.

Optimizing opportunity for graduates and employers alike requires close collaboration and shared priorities to meet the growing, and often high-tech needs, of key industry sectors in the state: semi-conductors, autonomous vehicles, healthcare, aerospace, defense, manufacturing, renewable energy, and more.

How can we ensure students know about these opportunities if they don’t encounter them in their daily lives? How can they leave high school with a purpose and a well-crafted plan for what they do next? How can we accelerate the training of future talent by strengthening the relationships and leveraging the collective assets of schools and colleges? How can we ensure our CTE programs are agile, nimble, and responsive in providing the meaningful credentials and in-demand skills employers need now and in the future?

The answers to these and other questions lie in a robust, growing CTE program across the state. When students (and their families) know the on-ramps, off-ramps, and economic potential of a variety of career fields they are equipped to make well-informed decisions on their education-to-employment journey.

Economic development and economic opportunities are fueled by a strong workforce, which demands that the state’s CTE programs have the equipment, staff, and alignment with industry. To support Arizona’s future and burgeoning economy, CTE programs statewide are prepared to find new and better ways to link arms and institutions to build a workforce ready for the literal wealth of opportunity that lies ahead.

The plan that follows outlines just one element of how CTE programs will deliver on these opportunities for students: the 2024 Carl B. Perkins Career and Technical Education Plan. These federal dollars which flow into the state each year are just part of a whole: providing structure, priorities, competencies, and \$34,315,878 (2024 allocation) federal dollars to ensure the state has the tools it needs to meet these and future opportunities.

The Arizona State Board of Education and a vision of excellence and impact

The mission of the State Board of Education is to develop successful citizens through robust public education.

A series of interviews with members of the state board of education were conducted to document their vision for education in general and Career and Technical Education in particular, in Arizona. Their inputs revolved around three core priorities:

- Practitioners who are empowered to educate

Board members expressed an aspiration to make Arizona home to the most qualified, most effective and best-supported teachers in the country. To accomplish this, Arizona teachers must have access to the highest-quality professional development and the most effective curriculum and learning assets in their classrooms. It was also noted that in every community served by Arizona’s public education system, the industry-education connection must be optimized and the relationships with community stakeholders must be valued and developed.

- Students who are empowered to learn

Ultimately, the motivation for having practitioners who are empowered to educate is to bring the most possible value to our students, and the members of the State Board of Education expressed a desire for the state to invest in the highest quality of instructors and instruction. It was noted that career-aware students are the most motivated to succeed in school. Special needs students must receive the differentiated instruction and personal success plan to which they are entitled, not only because of our moral imperative to leave no student behind, but also because of the value these students have the potential to bring to Arizona employers. Across Arizona's rural communities, students face unique challenges, including transportation, access to cutting-edge programs, the availability of highly skilled teachers and limited career literacy. Services for these students must be tailored to address the unique nature of their lived experience.

- Communities who are empowered to thrive

It is not an exaggeration to say that in some of Arizona's smaller and rural communities, the CTE programming at the local high school and/or community college **is** the talent development ecosystem. The role of CTE programming in many communities goes beyond academics and even career outcomes to the heart of a community's culture. Arizona's CTE programming must be aligned with and engaged with local and regional culture, career opportunities and regional aspirations.

KEY ELEMENTS OF THE PLAN

Element One: State Vision and Goals

A Vision of Excellence and Impact

The mission of the State Board of Education is to develop successful citizens through robust public education.

As part of the effort to review and revise this plan for the disposition of Perkins funding, a series of interviews with members of the state board of education were conducted to document their vision for Arizona's education system in general and its Career and Technical Education programming in particular. Their inputs revolved around three core priorities:

- Practitioners who are empowered to educate

Board members expressed an aspiration to make Arizona home to the most qualified, most effective and best-supported teachers in the country. To accomplish this, Arizona teachers must have access to the highest-quality professional development and the most effective curriculum and learning assets in their classrooms. It was also noted that in every community served by Arizona's public education system, the industry-education connection must be optimized and the relationships with community stakeholders must be valued and developed.

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It is not an exaggeration to say that in some of Arizona's smaller and rural communities, the CTE programming at the local high school and/or community college IS the talent development ecosystem. The role of CTE programming in many communities goes beyond academics and even career outcomes to the heart of a community's culture. Arizona's CTE programming must be aligned with and engaged with local and regional culture, career opportunities and regional aspirations.

Element Two: Implementing CTE Programs and Programs of Study

A Standardized Process that Ensures an Appropriate Standard of Excellence

This plan establishes a process by which the Department will leverage this particular funding stream to ensure programs, both new and existing, will deliver inspirational, academically rigorous, and technically sound experiences that lead to high-value career destinations for Arizona students.

It establishes and affirms the Department's process for developing new programs and programs of study and for approving programs developed at a local level. The process for approving programs includes dedicated efforts to expand access to Career and Technical Education for students from special populations, including those students with disabilities. Programs of study must include instruction in "employability skills," those personal and interpersonal competencies that are identified as priorities by so many employers. These programs must demonstrate alignment to state and regional labor market trends through effective and meaningful collaboration among teachers, counselors, administrators, local employers, labor organizations, and representatives of Indian Tribes and Tribal Organizations.

An identified opportunity for improvement is awareness of students and families of the programs and opportunities available through the CTE system. Our students cannot take advantage of programs they do not know exist. They will not take advantage of programs if the value propositions of their participation cannot be communicated. This plan establishes protocols around communication and identifies community outreach as one of its three strategic commitments for the upcoming program year.

Element Three: Funding Distribution

The formula for distribution of Perkins funds among eligible providers remains unchanged. Distribution is based on the population of a district and the share of that population with income below the poverty line.

The distribution of funds among secondary and postsecondary institutions remains unchanged with 18% of the funding being distributed to ten postsecondary institutions. Five of these ten institutions have experienced a five-year increase of more than 40% in Perkins funding allocations, including a 53.8% increase for Arizona Western College, the largest increase among the institutions. Among the seven similarly funded states used for comparison (Arizona, Indiana, Wisconsin, New Jersey, Washington, South Carolina, and Tennessee) Arizona ranks third in total dollars per postsecondary institution at \$398,184 Indiana was highest at \$554,907 and Tennessee was lowest at \$220,621. Arizona was also fourth among those states for share of revenue per institution at 1.8%. On that metric, Wisconsin was highest at 3.1% and Tennessee was lowest at 1.1%.

Element Four: A Particular Emphasis on Meeting the Needs of Special Populations, including Special Education students and Students with Disability (SWD)

Particular attention is being paid to the way the Career and Technical Education system provides services to students of the Special Populations, including students with disabilities. Three areas of focus as prescribed by the federal government are: 1) access to the programs, 2) ensuring there is no discrimination against these students, and 3) forging opportunities for high-quality Work-Based Learning experiences.

Element Five: State-Determined Performance Levels

The Department acknowledges the challenge of using academic performance as an indicator of success in Career and Technical Education programs. Welding teachers do not teach math, for example. However, federal law establishes academic performance in math, language and science as standards for all CTE programs and further provides formulae by which the specific thresholds for each state must be established. The approach of the Department is to establish standards at or near the minimum levels required by federal law and allow each local entity to establish its own performance standards that align with the resources and challenges associated with the region.

Element Six: Supporting Teachers and Faculty

State Board of Education members made clear their convictions that the state is obligated to provide the resources and support needed to make Arizona's team of instructors at all levels the envy of the nation.

This plan identifies multiple avenues through which support for teachers and faculty can be enhanced, including a teacher recruitment campaign, which will include engagement of labor organizations and HR departments, and the Premier Series, which will provide support to help transition industry professionals into CTE classrooms. Additionally, the Department is committed not only to setting aspirational goals for student performance through the State-Determined Performance Levels, but also to provide resources and technical assistance to districts and teachers in the attainment of those goals.

THREE STRATEGIC COMMITMENTS

The Arizona Department of Education, Career and Technical Education Unit took to heart the lessons learned during this process of revisiting and revising the Perkins Plan. The team tasked with this revision of Plan reviewed every presentation to the State Board of Education and every public comment received on the original version. In doing so, five streams of work were identified that guided this second round of work and resulted in a much-improved, more aspirational plan for the disposition of Perkins funds.

- Board engagement
- Practitioner engagement
- Industry engagement
- Postsecondary funding split
- State-Determined Performance Levels

Within each stream of work, specific strategies were applied to bring the plan closer to the Board's vision for education in Arizona and for Career and Technical Education in particular. Summary reports on each of these activities are included as appendices to this document. In the course of that process, the department harnessed the collective voice of Arizona's CTE community to create alignment between vision, aspiration, regulation, and implementation.

What surfaced from these conversations is that the state's CTE programs are performing well and have the potential for even greater impact. They are also vital contributors to connecting the state's growing youth and young adult population to the dynamic and high-tech industries driving Arizona's growing economy.

Commitment #1: An Updated Statewide CTE Strategic Plan

Imperative: Board members and other stakeholders expressed a desire for a plan that was aspirational and strategic and sought to move the needle on the quality of programming offered to Arizona's Career and Technical Education students.

Response: This plan governs the disposition of Perkins funding for the state of Arizona in the coming program years. It is not the appropriate place to set aspirational goals, strategic directions and tactical approaches for the system as a whole; however, this plan should be clearly and fundamentally aligned to such a Department-wide Strategic Plan. For that reason, the Department has committed to the development of a robust Statewide CTE Strategic Plan, beginning in 2025 on the approval of this plan.

This Arizona CTE Strategic Plan will establish aspirational goals and strategies to move the system to the pinnacle of its potential. Four streams of work have already been identified and will be the focus of dedicated work groups during the strategic planning process:

- System-wide coordination
- Optimized partnerships
- Services to special populations and students with disabilities
- Technical assistance to districts, schools, teachers and administrators

Other areas of focus will be identified during the planning process. Within these identified streams of work, specific goals, strategies, tactics and metrics will be established.

Commitment #2: The Community Engagement Team

Imperative: Board members and stakeholders expressed a desire to see deeper and more meaningful engagement with practitioners at the local level to understand the challenges they face and to provide resources and support to make them more successful. They also encouraged engagement with employers and the general business community to ensure CTE programs are well-aligned to the realities of the world of work that await our graduates.

Response: The Department agrees that this deeper level of engagement at the local level is an opportunity for improvement and that engagement at that level will benefit programming and administration across the state via the sharing of best practices and a collaborative approach to problem-solving.

The Community Engagement Team will be led initially by the Department's current Work-Based Learning Director and will be responsible for creating and fostering positive relationships between our organization and the community. The team will work to build awareness, encourage participation, and maintain strong, long-term connections with community members. Through outreach initiatives, events, and communications, the team will ensure that the organization is actively involved in community development and support.

Commitment #3: The Education Alliance Council

Imperative: One board member advocated strongly for another increase in the share of Perkins funding that is allocated to postsecondary institutions. The project team held discussions with the Director of the Arizona Community College Coordinating Council (AC4) as well as two presentations/discussions with the organization's members. It was in particular the second of those sessions from which this initiative arose. In that session, which was slated to be a discussion of the current postsecondary funding split, members made clear that more dollars would be beneficial, but also stated it was "not about the money." Rather, they made clear, the larger issue is a lack of coordination and collaboration among secondary and postsecondary educational entities. They told stories of learning about a local high school's new CTE program, a program that was also offered in their college, in the news. They also recounted calling on a local employer to discuss job placement and work-based learning opportunities, only to hear that a representative of the school district had been there two weeks before. These accounts laid bare a critical need for coordination and collaboration between Arizona's secondary and postsecondary CTE programs.

Response: The Department believes these community college representatives are entirely correct and that coordination and collaboration among secondary, postsecondary and adult education systems should be the norm, not the exception. At a minimum, as was stated by one of the community college representatives, communication is imperative. Educational entities in any given community should have an awareness of what is going on at other levels of the educational ecosystem.

To facilitate that level of cross-discipline communication, the Department commits to convening and supporting a new initiative, a yet-to-be-named working council comprising representatives of adult education, community colleges, the Department and CTE programs. This council will serve as a platform for communication and information sharing. It will initially focus on designing a protocol for collecting and disseminating information to educational stakeholders at all levels. Eventually, its mission will evolve to include collaboration and cooperation among the stakeholders.

NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.

The original draft of the Arizona State Perkins Plan was the result of a cumulative process of gathering stakeholder input led by the Career and Technical Education Unit of the Arizona Department of Education (ADE/CTE). The Department launched a scaffolded effort to provide input and updates to the State Perkins V Plan that includes practitioners in the field, community members, workforce service providers, business and industry members, parents, students, and the Arizona State Board of Education. The Board cast a bold and innovative vision for strengthening the Career and Technical Education programs of the state, as well as the importance of Perkins funding to supporting strong programs across the K-12-to-college-to-career continuum.

ADE/CTE used a variety of methods to engage its stakeholders, beginning with a survey in September 2022, followed by stakeholder gatherings, industry association and regional associations, and conversations with higher education leaders, including State Board of Education members.

This revision to the original proposed plan is a response to the State Board of Education's vote in June 2024 to authorize a continuation of the Perkins budget, but to request a revised plan. To satisfy this imperative, the Department re-engaged the broadest possible spectrum of stakeholders, both internal and external, to collect the perspectives and expertise of stakeholders ranging from state education leaders to local frontline practitioners.

The team tasked with this revision of the state Perkins Plan reviewed every presentation to the State Board of Education and every public comment received on the original version. In doing so, five streams of work were identified that guided this second round of work and resulted in a much-improved, more aspirational plan for the disposition of Perkins funds.

- Board engagement
- Practitioner engagement
- Industry engagement
- Postsecondary funding split
- State-Determined Performance Levels

Within each stream of work, specific strategies were developed to bring the plan closer to the Board's vision for education in Arizona and for Career and Technical Education in particular. Summary reports on each of these activities are included as appendices to this document.

Board Engagement

- Every presentation the Department made to the State Board of Education was reviewed, transcribed and analyzed.
- Interviews with members of the State Board of Education were conducted, and each was asked about priority issues in CTE and Perkins funding and to describe his/her vision for the state and for Career and Technical Education.
- A separate conversation was held with the Executive Director and Assistant Director of the State Board of Education.

Practitioner and Community Engagement

- Strategic conversations were held as part of consecutive meetings of the Local Education Agency and Career and Technical Education (LEA/CTE) Directors.
- A dedicated virtual meeting of districts and schools was held on January 17. More than 80 stakeholders participated.

Industry Engagement

- Interviews were conducted with representatives of regional economic development and community-based organizations
- A dedicated summit of business and industry stakeholders was held on January 16. Multiple Local Workforce Development Boards, Economic Development Organizations and private employers participated. Appendices to this plan identify the organizations that were invited to participate
- Representatives of special populations were intentionally engaged, and the perspectives of foster youth, homeless, migrant, special education, Bureau of Indian Education.
- A dedicated virtual meeting of educational advocates and special groups was held on January 17. More than 40 organizations were represented.

Postsecondary Funding Split

- Two direct meetings were held with the Executive Director of the Arizona Community Colleges Coordinating Council (AC4) on September 4 and October 18.
- At a dedicated meeting of the AC4, the topic of the postsecondary funding split was addressed and the perspectives of community college leadership on the issue was solicited and freely offered.

State-Determined Performance Levels

- The proposed standards were presented to representatives of the districts and schools who would be impacted by them in consecutive meetings of the CTE Administrators, and a separately, a dedicated forum was held to facilitate comments.

In the course of this process of engagement and communication, the Department harnessed the collective voice of Arizona's CTE community to create alignment between vision, aspiration, regulation, and implementation.

(Appendix A: Career and Technical Education Stakeholder Perkins Survey Results, January 2024).

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the state plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education and secondary career and technical education after consultation with the state agencies identified in section 122(e) (1)(A)-(C) of the act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(d)(14) of Perkins V)

Arizona's Perkins funds are currently supporting 10 postsecondary institutions, 108 union or unified high school districts, 11 high school charter schools, and one Bureau of Indian Education school in the administration of their CTE programs. Adult Education doesn't receive Perkins funding in Arizona, nor is there a state agency that oversees higher education.

Opportunities for increased collaboration may provide unique opportunities to leverage these assets in new ways that increase quality programming for small and rural districts, while increasing innovation at the post-secondary level.

The proposal for 2025-27 is to preserve the current 82%/18% split between secondary and post-secondary, respectively. Detailed analysis has been conducted to explore the impacts of change in this funding formula. Any significant change to the funding formula must be accompanied by appropriate strategic planning that takes into account the deleterious

effect of that change on small and rural districts and schools across the state and new service delivery models that will ensure continuous delivery of high quality CTE programs for every Arizona student.

One strategic commitment of the Department is an initiative that convenes and supports a working council comprising representatives of adult education, community colleges, the Department and CTE programs. This council will serve as a platform for communication and information sharing. It will initially focus on designing a protocol for collecting and disseminating information to educational stakeholders at all levels. Eventually, its mission will evolve to include collaboration and cooperation among the stakeholders.

ADE/CTE will continue to partner with post-secondary institutions and districts statewide to encourage maximizing funding streams across institutions at every level to increase student access to high-demand programs, while ensuring higher education program have the resources they need to keep pace with ever-changing industry needs.

Perkins investments will also be aligned to the respective outcomes of annual Comprehensive Local Needs Assessments conducted by teams at the secondary and post-secondary levels. (Appendix C: Comprehensive Local Needs Assessment).

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V.

A meeting of stakeholders was held in November 2023 to review the narrative, performance measures, and answer clarifying questions about the proposed plan. A meeting was held with the community college CTE Directors and representatives on January 29, 2024, and then again February 1, 2024. Emails containing the link to the State Plan and state determined levels of performance were sent to CTE Administrators for distribution to their communities.

Strategic conversations were held as part of consecutive meetings of the Local Education Agency and Career and Technical Education (LEA/CTE) Directors. A dedicated virtual meeting of districts and schools was held on January 17, 2025. More than 80 stakeholders participated.

Interviews were conducted with representatives of regional economic development and community-based organizations

A dedicated summit of business and industry stakeholders was held on January 16, 2025. Multiple Local Workforce Development Boards, Economic Development Organizations and private employers participated. Appendices to this plan identify the organizations that were invited to participate

Representatives of special populations were intentionally engaged, and the perspectives of foster youth, homeless, migrant, special education, and Bureau of Indian Education stakeholders were solicited.

A dedicated virtual meeting of educational advocates and special groups was held on January 17, 2025. More than 40 organizations were represented.

The proposed standards were presented to representatives of the districts and schools who would be impacted by them in consecutive meetings of the CTE Administrators, and separately, a dedicated forum was held to facilitate comments.

The Association of Career Technical Education of Arizona (ACTEAZ), ACOVA (the professional association of Arizona's CTE Administrators), and the Arizona Curriculum Connection assisted in seeking feedback from their members. The secondary state-determined levels of performance were posted on January 4, 2024, until January 19, 2024. Public hearings were also held related to work-based learning and compliance monitoring. The Plan was later reposted for public comment on the Arizona Department of Education's Career and Technical Education website from February 8, 2024, until April 15, 2024. Respondents had the opportunity to complete an online survey with the ability to add comments.

A total of 147 online responses were received. Comments were reviewed by a committee of stakeholders, and modifications to the plan were made based on comments. Based on the feedback about the Technical Skills Assessment, State Determined Level of Performance, some modifications were made. (Appendix B: Performance Measures)

The Arizona State Board of Education received briefings beginning in January 2024 and in subsequent meetings, through June 2024. Briefings on the Plan update process were given in September and November 2024.

B. Program Administration and Implementation

1. State’s Vision for Education and Workforce Development

a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree which the State’s career and technical education programs and programs of study are aligned with, and address, the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d) (1) of Perkins V)

Arizona’s economy has grown in unprecedented ways in recent years. Cutting edge industries have taken root for the first time. Legacy industries have expanded their footprints, embracing the rapid evolution of technologies that hold the promise of reimagining the future of our region.

According to a professional labor market analysis conducted by leading educational research firm Pathway 2 Careers, some of the most cutting-edge sectors in the 21st Century workforce were represented in large numbers in Arizona’s job market over a recent twelve-month period.

Term Searched in Arizona Job Postings	Number of job Postings that Included the Search Terms	Number of Employers Posting Ads
“Cybersecurity” OR “Data Security”	7,307	1,180
Nanotechnology	71	13
“Electric Vehicles” OR “EV”	2,483	340
“Drone” OR “UAV”	808	174
“Artificial Intelligence” OR “AI”	17,356	2,492

Meeting the workforce needs of our current and future employers and opening a world of career opportunities for our students requires leveraging all the components of the talent development ecosystem:

ARIZONA@WORK, including adult education and vocational rehabilitation funding, to align our educational programming to the realities of the world of work and prepare our students for destinations in the workforce, higher education, military service, volunteer service and other facets of our society. By engaging key industry sectors through Comprehensive Local Needs Assessments, we can ensure our programs are building relevant technical skills and setting standards that prepare students for success in any of the spectrum of options they choose to pursue.

The state’s Economic Development Organization, the Arizona Commerce Authority, has identified six priority sectors: Aerospace and Defense, Bioscience and Healthcare, Business and Financial Services, Film and Digital Media, Manufacturing, and Technology and Innovation. This plan also makes every effort to align its strategies with the priority sectors identified in the Arizona Workforce Innovation and Opportunity Act (WIOA) Four-Year Plan to optimize opportunities for our students in the largest growth and highest wage fields in the state: Construction, Finance and Insurance, Health Care and Social Assistance, Retail Trade, Transportation and Warehousing, Manufacturing, and Information Technology.

As part of the strategic commitment to convene and facilitate the *Education Alliance Council*, ADE/CTE will lead an effort to explore and implement strategies that leverage in-school youth funds from the Workforce Innovation and Opportunity Act for the benefit of Arizona's secondary students. Further, as part of the Departments' strategic commitment to its new *Community Engagement Team*, Local Workforce Development Boards will be engaged in the initial round of "Regional Ecosystem for Workforce Development, hosted by ADE" community events, and the development of local partnership strategies will be a priority.

Ongoing work also includes cultivating employer partnerships by industry sector and building out career pathways so that students have a "roadmap" for making their academic and employment decisions. (Appendix D: Labor Market Data and Methodology)

Aligned with the work of the Vocational Rehabilitation program, we will seek to provide the services and support differently abled students need to gain the necessary skills and training in gaining the knowledge, skills, and abilities that will make them employable in high-valued occupations in the state's key industry sectors. (Appendix D: Labor Market Data and Methodology)

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State and how the State's career and technical education programs will help meet these goals. (Section 122(d)(2) of Perkins V.

Beginning in the Fall of 2022, Arizona's Career and Technical Education vision and goals were developed by stakeholders from secondary, postsecondary, business and industry and community organizations through various meetings. The State Board of Education set a high bar for a bold, innovative approach for maximizing the impact of Career and Technical Education programs to support the state's much-needed, highly skilled workforce.

In a series of meetings with stakeholders, the following vision and mission have been adopted:

Vision: Every Arizona student has a developed career pathway.

Mission: Career and Technical Education will engage Arizona learners in relevant experiences leading to purposeful and economically viable careers.

To deliver on its mission, the Department commits to an extensive list of targeted efforts to improve the state's Career and Technical Education system:

- ADE/CTE will continue to implement career literacy framework, guidelines, and resources for K-12 including strategies, promotional materials, and professional development.
- ADE will provide resources and strategies aimed at increasing enrollment, achievement, and program completion of special populations in secondary and postsecondary CTE programs.
- ADE will continue compliance and quality review of secondary CTE programs using the ADE/CTE Quality and Compliance Monitoring Document developed with stakeholder input.
- ADE, in collaboration with stakeholders, will continuously review and crosswalk academic and CTE program technical standards for the State Board of Education approval for academic credit at the secondary level.
- ADE/CTE will evaluate industry credentials, certifications, and/or licenses to ensure relevancy to Arizona's industry needs and secondary and postsecondary CTE programs, through the process of application, internal review, and business/industry approval through the State Board of Education.
- ADE will provide resources and guidelines to subrecipients to build partnerships regarding all types of work-based learning.
- ADE, in collaboration with community partners, will continuously provide intentional, timely, and accessible professional development to secondary and postsecondary educations.

- ADE, in partnership with business and industry, will develop a targeted secondary and postsecondary teacher recruitment campaign.
- ADE will support secondary teacher retention efforts in collaboration with education stakeholders.
- ADE will promote career and technical education as one of the many pathways to purposeful and economically viable careers at the secondary and postsecondary levels.
- ADE/CTE works with the Arizona Department of Economic Security Apprenticeship Office to develop a formalized pre-apprenticeship plan for secondary students which includes postsecondary components and registered apprenticeship standards within the CTE programs. ADE/CTE has representation on the Arizona Apprenticeship Advisory Council consisting of representatives from business & industry (4), employee organizations (4), ADE (1 – non-voting), post-secondary institutions (1), workforce development organizations (1), AZ Industrial Commission (1), and the DOL Office of Apprenticeship (1 – non-voting).

c. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29.U.S.C.3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C.3112(b)(2)(B); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

While the state doesn’t have an official strategy for braiding WIOA and Perkins funds, both ADE/CTE and WIOA collaborated on the Perkins V and WIOA state plans. ADE/CTE & the State Workforce Board now use the same In-Demand Industry & Occupation ranking model from Arizona’s Office of Economic Opportunity. Although, currently, there are a few formal common strategies defined, both ADE/CTE and Adult Education/ADE (supported by WIOA funds) intend to increase collaboration. ADE/CTE and Adult Education/ADE (WIOA funded) have recognized the need and plan to identify a common language surrounding workforce development and providers. There is also a need and a plan being developed for a defined workforce continuum identifying all providers of workforce development with clear exit and re-entry points. Career literacy starting with kindergarten and continuing through adulthood is an essential part of the system. These two main tasks will help identify common strengths and challenges to strengthen a full-service workforce development system for Arizona. ARIZONA@WORK staff engages employers in in-demand industries and posts opportunities in the Arizona Job Connection, the state’s labor exchange system. Several platforms are available to help students identify career objectives and connect with appropriate employers, as well as to satisfy the requirements of the Education Career Action Plans (ECAP). (Appendix F: Career Literacy Standards)

The Arizona Economic Education Commission (AEEC) was developed within ADE. Its work focuses on state-level initiatives and the development of industry-level models for Work-Based Learning, while the new Community Engagement Team will be focused on partnerships between local industry and education providers, bringing resources and building relationships for the benefit of local districts and students.

ADE/CTE works with the Arizona Department of Economic Security Apprenticeship Office to develop a formalized pre-apprenticeship plan for secondary students which includes postsecondary components and registered apprenticeship standards within the CTE programs. ADE/CTE has representation on the Arizona Apprenticeship Advisory Council consisting of the Arizona Department of Economic Security, Arizona at Work, Achieve 60 AZ and other workforce development representatives.

ADE/CTE is participating in the Office of Economic Opportunity-coordinated “Integrated Data System” (IDS), a statewide, multi-agency data sharing system in which ADE will both contribute to and have access to a wide

range of administrative data, such as CTE participation, concentration, placements, credentials, etc., which can then be linked to student's activities after high school, such as postsecondary enrollment, advanced training, or employment. The IDS will be Arizona's longitudinal data system for K-12, Adult Education and Workforce Development, but it is still under development. The IDS is currently working with the following data providers:

- Arizona Department of Education, K-12
 - Arizona Department of Education, Adult Education
 - Arizona Department of Education, Career and Technical Education
 - Maricopa County Community College District
 - Pima County Community College District
 - Arizona Department of Economic Security (WIOA Programs and Unemployment Insurance/Wage Programs)
 - Arizona Office of Economic Opportunity
- One stream of work already identified for the upcoming strategic planning initiative is postsecondary collaboration. Meetings with representatives of the community college system during this revision process revealed an opportunity to improve communication and collaboration between stakeholders at the secondary and postsecondary levels of the educational system. It was stated that even simple awareness of intentions like new program offerings and new employer outreach initiatives would have significant impact on the ability of the postsecondary institutions to optimize their effectiveness for both students and communities.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each purpose under section 124(a) of the Act.

Non-Traditional Fields and Special Populations: Serving the unique needs of the breadth of diverse students in Arizona requires a comprehensive approach to how these funds are used. Primarily ADE will bolster the capacity of the CTE staff and teacher corps through technical assistance and training for those responsible for recruitment and educational services of non-traditional students. The Arizona Department of Education supports a contract for Project CHANGE implemented through the University of Arizona. The focus of Project CHANGE is to provide Career and Technical Education (CTE) professional development and resources to secondary, postsecondary, and special populations educators throughout Arizona regarding the participation of nontraditional students in CTE. They also provide targeted technical assistance and training for districts that are struggling to include nontraditional students in Career and Technical Education courses. Project CHANGE also coordinates nontraditional recruitment events by partnering with other interested entities to recruit middle through high school students into nontraditional CTE courses.

The Arizona Department of Education will also provide professional development opportunities for grant recipients related to the needs of non-traditional students. For example, the CTE Data team has completed Opportunity Gap Reports which identify gaps in special populations including non-traditional at the district, school, and program level. A few professional development opportunities have been provided on using the data to make decisions. We are planning more targeted professional development opportunities. Additionally, ADE will continue to research and publish best practices for recruitment and retention of special populations, including students with disabilities and students preparing for nontraditional fields.

The ADE/CTE staff member (School Counselor Director) provides support, technical assistance and leadership relating to the recruitment and successful participation of special populations students in CTE programs. The School Counselor Director is shared with the Exceptional Student Services Program within ADE which facilitates collaboration between programs. This position also oversees the Educational Career and Action Plans (ECAP)

submitted by the secondary subrecipients. The ECAPs have been given more emphasis on a student's career and postsecondary education plans. The state has developed data analysis systems for the local subrecipients related to special population students' entrance into and successful participation in CTE programs.

Students with Disabilities and Justice-Involved Youth: The Arizona Department of Education will continue to utilize State Leadership funds to support two entities' participation in Career and Technical Education (CTE). The Arizona State Schools for the Deaf and the Blind (ASDB) and Arizona Juvenile Corrections (AJC) both receive grant funding to support student participation in CTE. The ASDB primarily utilizes funds to prepare students for participation in CTE classes, to support student participation in actual CTE courses through adaptation equipment, and/or to support personnel. Students attend approved CTE programs at a local Career and Technical Education District or a local school district offering CTE programs. However, attention and resources are being used to develop CTE programs on campuses specifically designed for students with vision and hearing impairments. Arizona Juvenile Corrections implements their own CTE courses such as welding, cosmetology, culinary, construction and automotive technologies. Funds will be utilized to pay primarily for instructional staff professional development, material supplies needed for programs and program-specific instructional materials. As more entities that deliver CTE to specific special populations reach out for Perkins funding, ADE/CTE will connect those entities to resources to develop appropriate CTE curriculum for their population. There is no other state funding source for CTE programs at these institutions.

Teacher Recruitment, Preparation, and Development: The Arizona Department of Education will partner with the ACTEAZ to administer the career and technical education conference held in Tucson on an annual basis. This conference is focused on professional development for CTE teachers, administrators, school counselors, special education teachers, and postsecondary instructors and administration along with support personnel who benefit from participation in the numerous workshops focused on CTE.

Statewide Leadership funds will be utilized to support professional development opportunities such as those provided by the Premier Series project. The Premier Series will provide statewide (including rural areas) courses such as instructional best practices and classroom management to support the induction and retention of teachers and administrators in career and technical education programs. The Arizona Curriculum Connection provides CTE program specific scope and sequence, lesson plans, and professional development to assist teachers in curriculum development.

ADE has also developed a team that will focus on all teacher recruitment and retention for Arizona. CTE will collaborate with that team to share resources and strategies.

Technical Assistance: Statewide Leadership funds will be utilized to support both secondary and postsecondary CTE Administrators by convening CTE Administrators' meetings four times a year. Arizona CTE Administrators' meetings provide an opportunity for grant recipients to receive training and technical assistance provided by the Arizona Department of Education's Career and Technical Education Section. Funds are also utilized by CTE Program Specialists to travel onsite to meet with grant recipients and provide locally focused feedback and technical assistance. Various professional development activities are provided to secondary and postsecondary teachers through specialized workshops based on state program standards; focus is based on technical skills assessment data and industry trends including technical skills and technology within a career pathway. Professional development is planned according to feedback from teachers and industry data. The ADE State Director for CTE will meet monthly with ACOVA and ACTEAZ, the State organization for CTE administrators and teacher professional development respectively, to advise them of relevant ADE actions and receive feedback from them on the policies and procedures developed by ADE/CTE. ACOVA and ACTEAZ also will relate to the State Director any issues from the field to assist ADE/CTE in addressing those issues.

State-Determined Levels of Performance to Reduce Gaps: Statewide Leadership funds will be utilized to support the Arizona CTE Data Portal application which acts as the data hub for Arizona CTE programs. The data portal will contain all required data elements mandated through Perkins accountability reporting, including state

determined levels of performance. The CTE Data Portal will also house numerous reports that both the Arizona Department of Education and grant recipients can utilize to analyze performance. ADE/CTE will develop state level reports to analyze participation by special population students across all the major data elements (enrollment, concentrators, completers, placement and accrual of credentials). This data will enable ADE/CTE and subrecipients to be more effective in strategic planning for eliminating barriers and ensuring equitable opportunities for all students.

2. Implementing Career and Technical Education Programs and Programs of Study

a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

The Arizona Department of Education Career and Technical Education unit (ADE/CTE) will:

- support the development of fully integrated Career Pathways Academies that provide multiple entry and exit points to careers based on local need and alignment of secondary and postsecondary programs. A good example is the Central Arizona College pre-employment pathway, in which secondary school students can be enrolled in the construction science technology fields and to pursue industry credentials, community college certificates, apprenticeships, associate degrees, and baccalaureate degrees, as well as employment. (Appendix E: Industry Credential Approval Process)
- annually review postsecondary recipients' list of programs offered through each community college to ensure program alignment with local labor market data. (Appendix D: Labor Market Data and Methodology)
- ensure postsecondary programs are of sufficient length and quality to meet specific industry standards that lead to industry recognized credentials and eventually to quality employment in the target industry. (Appendix E: Industry Credential Approval Process)
- ensure postsecondary programs meet WIOA criteria for approval by Local Workforce Development Board for addition to the Eligible Training Provider List (ETPL) (Appendix I: CTE Program Lists)
- produce a list of program credentials vetted by industry and aligned with postsecondary program credentials which may provide opportunities for secondary student attainment leading to post high school placement.
- produce a list of CTE approved programs for secondary recipients every two years based on State labor market information provided by Arizona Office of Economic Opportunity. (Appendix D: Labor Market Data and Methodology)
- support secondary CTE in the development of program standards as determined by a committee of program specific representatives from the related business or industry.
- require each secondary specific program/program of study to consist of a minimum number of courses in its program coherent sequence for secondary recipients.
- allow and encourage secondary subrecipients the option of adding more courses to their program coherent sequences.
- support program specialists in providing professional development to support all secondary programs and standards.
- provide a secondary approved programs list that will have a description to guide the subrecipient's institution in choosing programs or programs of study. (Appendix I: CTE Program Lists)

- provide a process whereby secondary subrecipients can submit a needs assessment that includes local/regional labor market data to apply for a Local Occupational Program (LOP) that is focused on meeting the needs of the subrecipient's community. (Appendix D: Labor Market Data and Methodology) (Appendix I: CTE Program Lists)

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

i. promote continuous improvement in academic achievement and technical skill attainment:

ADE/CTE will:

- collect data based on the statewide assessment for academic attainment in math, reading, and science and use that data to provide technical assistance to subrecipients to increase academic achievement through CTE programming.
- develop a process to embed academic standards into programs/ programs of study by cross-walking academic standards and technical standards in collaboration with the Arizona Department of Education's K-12 Standards Department.
- develop a state Technical Skills Assessment for each approved secondary CTE program. Technical Skills Assessments item bank will be revised on a rotating basis every three to five years and will convene CTE instructors to develop assessment items.
- include business and industry in the development of state technical standards for each approved secondary CTE program or program of study.
- postsecondary standards are developed in conjunction with local and national industry needs or based on third-party credential standards.
- encourage and support innovative Career Pathways academies based on local initiatives that fully integrate academics within a CTE pathway as an integral part of that Career Pathways academy.

To be eligible for Secondary Perkins funding, subrecipients must provide Career Exploration programs to the middle grades based on the statewide adopted career literacy standards (any time during grades 5-9) (Appendix F: Career Literacy Standards)

Approval will be based on the following criteria:

- Ensure that the LEA offers or will offer at least one CTE program, for a minimum of one year and using their own funding sources, that meet all program requirements.
- Appears on the approved secondary CTE Program List or is an approved Local Occupational Program (Appendix I: CTE Program Lists).
- Delivers the program coherent course sequence.
- Have an appropriately CTE-certified teacher teaching the program.
- Addresses and aligns with all the program's technical standards.
- Is inclusive for all special populations as evidenced by recruitment efforts, availability of support services, and enrollment.
- Involves industry in decision making through advisory committees and partnerships.

- Ensure Professional Skills, academic integration, and work-based learning are embedded into the program (Appendix G: Work-based Learning Guide) (Appendix J: Professional Skills);
- Ensures academic standards are embedded.
- Offers a Career and Technical Student Organization appropriate to the program that has been vetted through the National Coordinating Council-Career and Technical Student Organizations (NCC-CTSO) and approved by the Arizona Department of Education CTE Department.

To be eligible for Postsecondary Perkins funding, subrecipients must:

- offer career advisement.
- offer programs which support training for in-demand industries.
- ensure postsecondary instructor is qualified for the CTE program they are teaching.
- ensure work-based learning and professional skills are included in the program.
- involve industry in continuous improvement and decision making to ensure relevant content.
- ensure the program is inclusive for all special populations as evidenced by recruitment efforts, availability of support services, and enrollment.
- provide documentation program is approved by the Higher Learning Commission.

Both secondary and postsecondary subrecipient programs will be monitored annually by reviewing the presence of the elements of an approved program. Secondary School monitoring for compliance and quality will occur on a five-year rotating basis. Programs that do not meet compliance for a specific indicator will have thirty days to submit documentation of compliance for that indicator.

Programs that do not meet the State Determined Level of Performance (SDLP) measures will submit an improvement plan to their grant application. ADE/CTE will provide technical assistance to subrecipients under improvement plans to ensure improvement. (Appendix B: Performance Measures) (Appendix H: Monitoring documents)

ii. expand access to career and technical education for special populations;

ADE/CTE will:

- provide disaggregated data reports and professional development to educate subrecipients, and CTE-associated personnel (CTE administrators, school counselors, caseworkers, teachers/faculty, site administrators, district personnel), regarding availability of CTE programs and strategies for inclusion of special populations in those programs.
- support a state School Counselor Director who will provide professional development to school counselors and others who may have an influence over student CTE course selections and enrollment.
- provide a CTE Methods of Administration (MOA) Coordinator/Grant Program Specialist who will monitor secondary and postsecondary compliance.
- provide professional development for special education caseworkers, postsecondary disability resource center advisors and CTE teachers/faculty to increase enrollment and completion for special population students.

- Continue to collaborate and share data with other Arizona Department of Education departments serving special populations such as homeless, foster care, students with disabilities and migrant.
- employ an ADE/CTE staff member (School Counselor Director) to provide support, technical assistance and leadership relating to the recruitment and successful participation of special populations students in CTE programs. The School Counselor Director will be shared with the Exceptional Student Services Program within ADE which facilitates collaboration between programs. This position will also oversee the Educational Career and Action Plans (ECAP) submitted by the secondary subrecipients. The ECAPs focus is on a student's career and postsecondary education plans. The state has a data analysis system for the local subrecipients related to special population students' entrance into and successful participation in CTE programs. The CTE Methods of Administration (MOA) Coordinator/Grant Program Specialist will provide in-depth professional development and technical assistance in the utilization of the new data analysis systems by local subrecipients.

Postsecondary institutions will:

- develop strategies to encourage special populations students to self-identify and seek appropriate student services to assist in successful completion of a CTE program/program of study. For example, work with vocational rehabilitation counselors to encourage participants in vocational rehabilitation to self-identify.
- will collaborate with secondary school counselors and special education staff to promote self-identification of educational needs to students and their parents during transition planning to postsecondary education.

iii. Support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

ADE/CTE refers to employability skills as Professional Skills. These skills were developed by business and industry across Arizona. Through professional development opportunities provided by ADE/CTE, the subrecipients will have the opportunity to participate in developing strategies to integrate Professional Skills into CTE programs and career pathways. Rubrics have been developed for each Professional Skill standard and can be utilized by subrecipients to evaluate student level of attainment of each Professional Skill standard. (Appendix J: Professional Skills)

c. Describe how the eligible agency will—

i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parent, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

ADE/CTE will:

- maintain a website with valid information accessible to all subrecipients and the public that will provide information on all aspects of CTE programs. Google translator is available for general information.
- publish the Perkins V State Plan as approved.
- ensure Office for Civil Rights (OCR) reviews are conducted by the ADE/CTE unit.

- monitor the accessibility of CTE programs for all students.
- provide multiple communication venues for stakeholders to access information.
- update subrecipients on a quarterly basis regarding new program standards approved by the Arizona CTE Quality Commission.
- offer quarterly meetings to secondary and postsecondary CTE administrators to provide updated information.
- professional development on all aspects of a subrecipient's accountability for Perkins, as well as information and regulations regarding Perkins implementation and programming.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

- Secondary CTE program standards will be developed by business and industry committees consisting of representatives of that specific industry and CTE program teachers.
- ADE/CTE will monitor all Secondary CTE programs to ensure they are meeting all the requirements for an approved CTE program and are of sufficient size, scope, and quality.
- ADE/CTE will provide Postsecondary Program Specialists to facilitate collaboration between secondary and postsecondary recipients who will monitor all postsecondary programs for compliance.
- ADE/CTE will offer innovative grants focused on collaboration between secondary and postsecondary career pathways and programs of study that are replicable across the state. (Appendix H: Monitoring documents)

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

ADE/CTE will:

- produce a list of CTE secondary approved programs every two years based on State labor market information provided by the Arizona Office of Economic Opportunity. (Appendix D: Labor Market Data and Methodology)
- provide program descriptions to guide the subrecipient's institution in choosing programs or programs of study.
- provide an application for approval by the ADE/CTE for a Local Proposed Occupational Program (LOP) that is focused on meeting the needs of the subrecipient's district and community based on the comprehensive local needs assessment and local labor market data.
- seek on-going input from the WIOA plan, Arizona Commerce Authority, and Workforce Arizona Council concerning programs approved and offered
- postsecondary recipients will annually provide ADE/CTE with a list of all programs offered at their sites based on local labor market data. (Appendix D: Labor Market Data and Methodology) (Appendix I: CTE Program Lists)

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

- The Office for Civil Rights (OCR) reviews conducted by the ADE/CTE unit will continue to monitor the accessibility of CTE programs to all students and the availability of communication for ADE/CTE with stakeholders.
- ADE/CTE will provide a CTE Methods of Administration (MOA) Coordinator/Grant Program Specialist who will monitor subrecipient compliance aligned to OCR.
- ADE/CTE will utilize a State School Counselor Director who will provide professional development to school counselors and others who may have an influence over student course selections of special populations of a subrecipient.
- subrecipients will conduct a biennial Comprehensive Local Needs Assessments to examine data for participation in CTE assessments, acquisition of industry credentials, and successful program completion of participating special populations. (Appendix E: Industry Credential Approval Process)
- the Perkins application will reflect results of that data in determining the subrecipient's goals.
- professional development will be designed and implemented by ADE/CTE for both secondary and postsecondary CTE administrators, school counselors, site administrators, and district leaders to assist with devising strategies for the removal of barriers for special populations. (Appendix C: Comprehensive Local Needs Assessment)

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

The Department has committed to an effort that will bring awareness and engagement with CTE programming to business and industry groups in every region of the state. These "Regional Ecosystem for Workforce Development, hosted by ADE" will communicate the value propositions of CTE programs and CTE graduates and solicit industry input, engagement and opportunities for graduates.

ADE/CTE will continue to collaborate with the Workforce Arizona Council, the Arizona Commerce Authority and the Arizona Office of Economic Opportunity on alignment of programs/programs of study based on labor market data. ADE/CTE and WIOA have recognized the need and plan to identify a common language surrounding workforce development and providers. There is also a plan being developed for a defined workforce continuum identifying all providers of workforce development with clear exit and re-entry points identified. These two main tasks will help identify common strengths and challenges to strengthen a full-service workforce development system for Arizona. (Appendix D: Labor Market Data and Methodology)

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

The Department's new Education Alliance Council will provide a platform on which regular and structured communication and collaboration can occur. It is the Department's intent that these collaborative efforts will result in more and higher-quality work-based learning opportunities for our students.

Program specialists will convene and participate in statewide advisory council meetings to include secondary, postsecondary, and business and industry representatives. These councils will review applications for inclusion on a State-approved list for industry certifications. The council will determine whether the industry certification is applicable to industry in Arizona and if it aligns with secondary and postsecondary curriculum.

ADE/CTE:

- convene and support a new Education Alliance Council that will jointly develop employer outreach and work-based learning strategies
- will provide for secondary and postsecondary collaboration through joint professional development opportunities
- will work with stakeholders to develop examples of the entry and exit points for careers within each career cluster.
- will collaborate with statewide partners to bring information about industry certifications to all stakeholders.
- will require work-based learning as an element for an approved CTE program/program of study. (Appendix G: Work-based Learning Guide)
- will monitor programs to ensure work-based learning is incorporated into the program delivery. (Appendix G: Work-based Learning Guide) (Appendix H: Monitoring documents)
- will provide a work-based learning guide to subrecipients to increase the understanding of approved types of work-based learning experiences. (Appendix G: Work-based Learning Guide)
- will post the Work-based Learning Guide on the ADE/CTE website.
- ensure work-based learning is reflected in the grant application.

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

ADE/CTE will:

- provide data on outcomes and performance gaps with special populations in relation to non-special populations outcomes and performance.
- identify practices of excellence for implementation with special populations
- offer focused professional development for instructors:
 - to increase the instructor's knowledge, skills, and abilities as it relates to the CTE program standards;
 - to address all student performance gaps and deficiencies;
 - by outside agencies and associations to develop and implement strategies and practices that increase student engagement and participation; and
 - to provide resources for instruction in CTE programs across the State.
- convene advisory groups that represent a variety of stakeholders and business and industry representatives to guide ADE/CTE in providing professional development with the goal of improving outcomes for all students, including special populations.

- collaborate with the units within the Arizona Department of Education such as Exceptional Student Services, Foster Care, Homeless, Migrant and other identified groups, to create professional development opportunities for CTE instructors to gain strategies to assist special population students within their classroom settings.

d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

ADE/CTE will support subrecipients in their efforts to offer a variety of opportunities including:

- dual or concurrent enrollment programs;
- early college high schools;
- competency-based education; and/or
- collaborating with postsecondary community colleges to determine strategies to increase dual enrollment, offer credit for prior learning, and articulated credit to secondary students.

Opportunities for dual or concurrent enrollment programs, early college high schools, or competency-based education will be a local decision and will depend on the community college district the subrecipient resides in, as Arizona has no statewide articulation agreement. ADE/CTE will provide opportunities for collaboration regarding best practices in forming meaningful partnerships aligned to the local community needs to facilitate successful dual or concurrent enrollment programs, early college high schools, or competency-based education.

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

- Representatives of all stakeholder groups are involved in the development of the State Plan, in statewide program advisory committees, and local advisory committees.
- ADE/CTE requires subrecipients to form a local advisory committee consisting of all stakeholder groups to review a subrecipient's needs assessment and program evaluations. This committee will assist in determining the goals and expenditures on the local application.
- The Comprehensive Local Needs Assessment will serve as master document in the planning, implementation, and evaluation of the Career and Technical Education programs of the subrecipient. (Appendix C: Comprehensive Local Needs Assessment)
- All secondary CTE programs standards will be approved by the Arizona Quality Commission consisting of members from labor organizations, business and industry, community organizations (Chamber of Commerce, Arizona Business and Education Council, etc.), and secondary and postsecondary representatives.
- In the development of CTE program-specific standards, representatives from business/industry and teachers will be convened to review and revise program standards on a rotation basis of every 3-5 years.

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

Appendix K: Local Grants Application Questions

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134© of Perkins V.

Appendix C: Comprehensive Local Needs Assessment

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Secondary recipients:

Size: Program enrollment supports a program-coherent sequence in order to produce concentrators.

Concentrators are students that have completed and passed two courses worth one credit each in an approved program sequence.

Scope: Offers the required coherent sequence as indicated on the approved secondary CTE Program List or approved local occupational program for the secondary CTE program/program of study and meets all requirements of an approved program: CTE certified teacher, teaches the program technical standard, embeds Professional Skills (employability) and work-based learning into curriculum, meets all performance measures (academic, graduation, non-traditional enrollment and completion, industry certifications, passing the technical skills assessment, and graduate placements), is inclusive of all special populations, offers a CTSO, and provides Career Explorations to middle grades (any time during grades 5-9). (Appendix G: Work-based Learning Guide) (Appendix I: CTE Program Lists) (Appendix J: Professional Skills)

Quality: Meets the requirement of size and scope. Students pass the CTE Program Technical Skills Assessment, leads to industry credentials, stakeholder involvement, 51% of program time is spent hand-on such as labs, shops, etc., and adequate equipment and supplies are provided for optimum student learning. (Appendix E: Industry Credential Approval Process)

Postsecondary recipients:

Size: Enrollment supports a program of study whose concentrators have earned at least 12 credits within a Career and Technical Education program or completes a program which encompasses fewer than 12 credits (or the equivalent in total) to fulfill the State's need in a high-skill, high-wage or in-demand occupations as determined by either state or regional labor market data. Three credits may be from academic courses. (Appendix D: Labor Market Data and Methodology)

Scope: Offers career advisement, appropriately certified instructors, work-based learning and professional skills are embedded into the curriculum, and the program is inclusive of all special populations. Demonstrates connection to the labor market to fulfill needs in high-skill, high-wage, or in-demand industries. (Appendix D: Labor Market Data and Methodology) (Appendix G: Work-based Learning Guide) (Appendix J: Professional Skills)

Quality: Programs/programs of study are coordinated, rigorous non-duplicative sequences of academic and technical content leading to industry recognized credentials, certificates, and degrees. These include sufficient course sections that include challenging academic standards and meeting accreditation. Postsecondary recipients must meet State-Determined Levels of Performance (retention and placement, credential, certificate or degree, and nontraditional enrollment). (Appendix E: Industry Credential Approval Process)

3. Meeting the Needs of Special Populations

a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are member of special populations

i. will be provided with equal access to activities assisted under this ACT;

ADE/CTE will:

- continue to provide professional development to subrecipients, and CTE associated personnel (CTE Administrators, school counselors, caseworkers, teachers, site administrators, district and postsecondary personnel), who are responsible for assisting students in course selection. In addition to year-round efforts that include presentations to districts and schools, webinars and statewide conferences, this will occur during the ACTEAZ/ADE summer conference through multiple sessions coordinated by the School Counselor Director and members of ADE Exceptional Student Services.
- provide professional development and training to Special Education teachers, caseworkers, school counselors, postsecondary disability resource center advisors and other school personnel involved with special populations to increase the understanding of CTE programs including how those programs increase employability for special populations.
- monitor subrecipient's continuous notification of CTE program opportunities and appropriate school counseling/advising practices of course selection. (Appendix H: Monitoring documents)
- ADE/CTE will consult with state and national organizations to learn best practices to share with subrecipients via professional development and technical assistance.

ii. will not be discriminated against on the basis of status as a member of a special population;

Review of data collected from subrecipients regarding efforts toward non-discrimination of special populations will continue. Office of Civil Rights reviews will show the percentages of students in special populations that are being served in CTE programs. A total of seven OCR secondary level reviews will be conducted annually with one postsecondary conducted every other year. This data will be shared with subrecipients to assist them in understanding their current reality with the goal of helping them improve outcomes for special populations in CTE programs.

This data will provide opportunities for outside agencies and associations to develop and implement professional development that addresses student engagement, participation, and performance, and provide resources for instruction specific to special populations in CTE programs across the State.

Additionally, all subrecipients will be required to include an annual and continuous non-disclosure statement on all publications advising students, parents, employers, and the general public that all CTE opportunities will be offered without regard to race, color, national origin, sex, or disability. This will be monitored during program reviews. (Appendix H: Monitoring documents)

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State-Determined Levels of Performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

The State Board of Education's commitment to supporting individuals from special populations is a motivating factor in the Department's decision to invest heavily in programs and strategies that enhance equitable opportunity for all Arizona students.

Through review of data from the Technical Skills Assessment (TSA) and the Consolidated Annual Reports, each CTE Program Specialist will offer focused professional development for instructors:

- to increase the instructor's knowledge and skills related to the CTE program standards.
- to address student performance gaps and deficiencies including special populations.
- to provide opportunities for outside agencies and associations to develop and implement professional development that addresses student engagement, participation, and performance.

- to provide resources for instruction specific to special populations in CTE programs across the State.

iv. will be provided with appropriate accommodations; and

Subrecipients will ensure that teachers are aware of, and adhere to, the appropriate specific accommodations or modifications for the special-population students as needed for those enrolled in their courses.

Subrecipients will assist teachers by providing essential resources as needed by the special population group.

ADE will collaborate with the units within the Arizona Department of Education such as Exceptional Student Services, Foster Care, Homeless, Migrant and other identified groups for the purpose of creating professional development opportunities for CTE teachers/instructors to focus on developing strategies to decrease performance gaps.

ADE will provide multiple opportunities for teachers to attend professional development including webinars to help subrecipients to understand and analyze data, identify root causes, and develop strategies to eliminate barriers and to close achievement gaps for special populations.

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

ADE/CTE supports Work-Based Learning (WBL) opportunities by:

- providing a WBL guide to subrecipients.
- providing WBL course selections aligned to each approved CTE program as part of a coherent sequence of instruction.
- collaborating with subrecipients to develop and implement processes for addressing necessary accommodations/modifications or other support for special population students before they are placed into work-based learning situations.
- providing strategies for successful open communication between the subrecipient's personnel responsible for WBL and the employer, to provide optimal opportunities for success of the special population student. (Appendix G: Work-based Learning Guide)

4. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

This Plan focuses on student achievement and optimizing career opportunities for Arizona students, but to accomplish this, appropriate investments must be made to develop the teachers, administrators, faculty and specialty support personnel necessary to accomplish these goals.

To accomplish this, ADE will:

- develop a teacher recruitment campaign in partnership with business and industry professionals that will target high-need positions.
- form a committee of educators and business and industry representatives to determine the audiences that will be essential to reach and to inform about the opportunities for teaching CTE programs.

- ensure the information in the recruitment campaign will include the secondary and postsecondary CTE teacher certification requirements, resources, and support for new teachers, such as the Premier Series courses (see link below). Premier Series courses are developed to train teachers from business and industry or a non-CTE academic teaching a career and technical education program in educational pedagogy such as: instructional best practices, classroom management, program management, the benefits and uses of CTSOs (Career and Technical Education Student Organizations), meeting the needs of special populations students, and lab management. This series of courses, developed in collaboration with ADE/CTE, to identify gaps in certification requirements, will be funded through the Perkins V leadership and/or reserve funds. (Appendix L - Secondary Certification Rules) (Appendix M - Postsecondary Certification Rules)

(Premier Series - <https://www.acteaz.org/premier-series/>)

(Arizona CTE Curriculum Consortium - <https://www.ctecaz.org/>)

- continue to support the efforts of the Arizona CTE Curriculum Consortium (<https://www.ctecaz.org/>) with Perkins V Leadership and/or reserve funds. The Arizona CTE Curriculum Consortium strives to be the premier educational model for professional development, CTE curriculum, and academic and industry integration by providing relevant engaging web-based lessons. Teachers can easily navigate through the system to meet their individual needs as they prepare students for college and career success. Key to retention is ensuring teachers feel confident in their instruction, as well as being able to collaborate and grow in their profession. The Consortium provides:
 - well-designed, relevant, and engaging lessons aligned to current state standards.
 - universal access to blueprints.
 - high-quality instructional materials with clear objectives

This consortium develops all approved CTE programs' scope and sequence to align with, and support, the required evidence to meet program monitoring indicator 1a and 1b in the ADE/CTE Quality and Compliance Monitoring Document for Standards-Aligned and Integrated Curriculum and Engaging Instruction. As written, framework, blueprints, and detailed lesson plans can assist teachers with instruction. Lesson plans contain all the essential elements of classroom instruction. provide professional development to subrecipient CTE administrators, whether they are full-time CTE administrators or other administrators, school counselors, and other support personnel that have the oversight of CTE programs, as well as scheduling students into CTE programs. This professional development will allow them to become familiar with the components of a CTE program to assist new teachers with program management and how the Premier Series courses will benefit new teachers. This professional development will give the CTE administrator the tools necessary to retain CTE teachers or retake courses if administrators feel that teacher need further instruction. It will also help other personnel to appropriately place students into CTE programs.

- partner with regional associations and organizations such as the International Brotherhood of Electrical Workers or human resource departments in various trades to develop regional recruitment plan for retirees or anyone leaving the workforce due to physical limitations.
- support teacher retention efforts in collaboration with education stakeholders.
- encourage subrecipients to conduct exit interviews with CTE teachers leaving the field to identify retention barriers and address those barriers at the secondary and postsecondary levels.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- a. each eligible recipient will promote academic achievement;

The secondary and postsecondary Career and Technical Education grant applications specifically address this element before grant approval is given. Grant recipients must provide narrative (based on their Comprehensive Local Needs Assessment) (Appendix C: Comprehensive Local Needs Assessment) regarding all the following elements:

- how subrecipients will utilize Perkins funds to plan and carry out elements that support the implementation of Career and Technical Education programs/programs of study that result in increased student achievement.
- how subrecipients will inform and recruit all students, including those of special populations.
- how subrecipient's students will be offered the opportunity to gain postsecondary credit, such as dual or concurrent enrollment programs, while still attending high school.
- how subrecipients will support student achievement by promoting access to industry-recognized certification examinations or other assessments leading towards a recognized postsecondary credential.

b. each eligible recipient will promote skill attainment, including that which leads to a recognized postsecondary credential; and

The secondary and postsecondary Career and Technical Education grant applications must include all the following additional elements related to skill development:

- how programs that are offered to students will ensure they have the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations.
- how will students, including all special populations be informed and recruited into CTE programs.
- provide a description of the work-based learning activities to be provided to students participating in CTE programs.
- how they will work with representatives from industry to develop or expand work-based learning opportunities for CTE students.
- additionally, postsecondary institutions must address how they will coordinate with local workforce development boards, local workforce agencies, one-stop delivery systems, and other partners in their communities.

c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Aligning knowledge, skills, and abilities for our students with the workforce opportunities in key industries holds the key to regional and state economies. Arizona's CTE programs uniquely address this need. On a biennial basis, the Arizona Department of Education will conduct an evaluation of the approved secondary CTE Program List based on current labor market data to identify careers in high-skill, high-wage or in-demand industry sectors or occupations. Secondary grant recipients will utilize this list as a part of their selection process in determining what CTE programs they wish to offer. In addition, they must also consider local/regional economic, and education needs as a part of their planning process. Secondary grant recipients may also propose Local Occupational Programs that have been identified as "high need" in their region. All local occupation programs will be vetted by the Arizona Department of Education through a screening and approval process. Postsecondary will consult with local business and industry, as well as utilize various resources for job market projections to determine that the programs offered are for high-skill, high-wage, or in-demand occupations. (Appendix D: Labor Market Data and Methodology) (Appendix I: CTE Program Lists)

Both the secondary and postsecondary CTE Comprehensive Local Needs Assessments address the consideration of local economic and educational needs (and where appropriate, in-demand industry sectors and occupations).

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Funds will be distributed in accordance with Section 112(a)(1) of the Act with at least 85% of the allocation being set aside for secondary and postsecondary assistance funding. At the secondary level, funds will be distributed under the provisions of Section 131(a) of the Act. Postsecondary funds will be distributed in accordance with Section 132(a)(2) of the Act.

The percentage distribution of formula funds will be divided with 18% of the funds awarded to postsecondary recipients and 82% of the funds awarded to secondary recipients. Of the funds distributed to Arizona postsecondary recipients, 50% will be awarded per the provisions of Section 132(a)(2) focused on Pell and BIA students. The other 50% of the funds will be awarded on the percent of individuals 18 years of age and older identified by census data as living in poverty by county, relative to Arizona's ten community college districts.

Arizona currently serves a total of 107 union or unified high school districts, 19 high school charter schools and a total of ten community college districts. Because our educational system is so diversified around the state, we believe our method for the distribution of funds specifically provides needed resources for entities to address local and regional workforce needs, as well as education needs to ensure students have the skills to succeed in their fields of choice.

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

The Arizona Department of Education (through the fiscal and grant program specialists) makes secondary eligible institutions aware of the ability to form consortia under the provisions of Section 122(d)(8)(B). In Arizona, there is a small number of consortia that consist of two or more funding recipients. Since each member of a consortia must be an eligible recipient of Perkins funding to participate, individual allocations are determined based on the provisions of Section 131(a) of the Act. A single fiscal agent is then identified for the group of recipients who is then responsible for coordinating activities for the consortia. The fiscal agent then submits a single grant application for the consortia, with all individual allocations being pooled. Most of the consortia participants are looking for the increases in efficiency and program quality that can result from this kind of arrangement. Any other approved operational arrangements would take the form of an intergovernmental or interagency agreement under the provisions of Arizona law. By pooling resources, each consortia member is hoping to be able to provide students with a broader range of CTE services and/or higher-quality programs. The net result of which contributes to student skill acquisition, making them better able to succeed in the workplace.

3. For the upcoming year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

Funds will continue to be allocated to eligible secondary education districts, area Career and Technical Education Districts (CTEDs), public charter schools and Bureau of Indian Affairs recipients utilizing a standardized formula. Based on

census data (specifically the Small Area Income & Poverty Estimates report), 70% of the secondary funds will be based on the number of individuals 5-17 years of age that reside in the area being served by an eligible recipient and who are from families below the poverty level for the preceding fiscal year. The balance of the secondary funds available (30%) will be awarded based on the number of individuals 5-17 years of age residing in the area being served by an eligible recipient.

Awards to eligible charter schools or Bureau of Indian Affairs recipients will be made on a county-by-county basis. Funding will reflect the percentage of a county's charter school or Bureau of Indian Affairs students being served relative to a county's total attending high school average daily membership (ADM) counts for all participating eligible recipients.

Arizona has both union high school districts (9-12) with separate elementary districts and unified school districts (K-12). No elementary school district receives Perkins funding; However, we align "feeder" elementary districts with their corresponding union high school district under the specifications of Section 131(d) for the purposes of determining the ADM counts for all participating eligible recipients.

Waivers to the minimal allocation restrictions are made based on the requirements listed in Section 131(c)(2) of the Act:

131(c)(2) WAIVER. —The eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency— (A)(i) is located in a rural, sparsely populated area; or (ii) is a public charter school operating secondary school career and technical education programs or programs of study; and (B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.

Please note that Small Isolated Arizona Schools is defined per Arizona Revised Statute ARS Section 15- 901(A)(26). The URL for this section of the statutes is as follows:

<https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/00901.htm>: 26. "Small isolated school district" means a school district that meets all of the following:

- (a) Has a student count of fewer than six hundred in kindergarten programs and grade one through eight or grades nine through twelve.
- (b) Contains no school that is fewer than thirty miles by the most reasonable route from another school, or, if road conditions and terrain make the driving slow or hazardous, fifteen miles from another school that teaches one or more of the same grades and is operated by another school district in this state.
- (c) Is designated as a small, isolated school district by the superintendent of public instruction.

Of the 14 eligible Career and Technical Education districts, only one has chosen to participate in Perkins funding. Allocations to this CTED are based on written cooperative agreements based on the provisions of Section 131(e) of the Act. Cooperative agreements will be in the form of an intergovernmental or interagency agreement under the provisions of Arizona law.

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Arizona has a total of ten community college districts with eight of the districts located in rural communities. The Pima County Community College District is the state's second largest and is located in the Tucson metropolitan area. The Maricopa County Community College District is the largest community college district in the nation and has numerous locations across the county. Arizona's postsecondary community college system has traditionally received 15% of the funds awarded under Section 112(a)(1). During the years 2020-2024, the postsecondary community college system received an increased percentage of 18% of the available assistance funding. Arizona will continue using an alternate formula for the award of funds at the postsecondary level under the provisions of Section 132 (a)(1) to make a more equitable distribution of funds to the postsecondary recipients.

The postsecondary formula relies on a combination of the number of Federal Pell Grant recipients, recipients of assistance from the Bureau of Indian Affairs, and county poverty data to award Perkins funds to the ten community college districts. A total of 50% of the funds will be awarded based on the number of Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs. The final 50% will be awarded based on the percentage of persons 18 years old and older who are economically disadvantaged by county. Census Bureau data will again be used for this part of the formula.

The formula would be as follows:

$$C = A \times .5 \text{ of formula funds} / B$$

$$F = D \times .5 \text{ of formula funds} / E$$

$$G = C + F$$

Definitions:

- A. Number of Pell Grant recipients + the number of BIA recipients enrolled in Career and Technical Education programs in a community college during the preceding fiscal year.
- B. Total number of Pell Grant recipients + the number of BIA recipients in all community colleges during the preceding fiscal year.
- C. Part I: (50% based upon Pell & BIA Assistance).
- D. Percentage of persons 18 years and older by county who is classified as economically disadvantaged.
- E. 100% of the persons 18 years and older by county who are classified as economically disadvantaged.
- F. Part II: (50% based upon percentage of persons 18 years old and older who are economically disadvantaged).
- G. Total proposed postsecondary eligible recipient allocation.

No postsecondary community college will be awarded an allocation under \$50,000. Arizona has not had any of the community colleges express an interest in creating a consortia arrangement (to date). However, should this occur, each member of the consortia would need to be an eligible recipient of Perkins funding to participate. Individual allocations would be determined based on the process noted above. A single fiscal agent would then be identified for the consortia who would be responsible for coordinating activities for the consortia. The fiscal agent would submit a single grant application for the consortia with all individual allocations being pooled. Any other approved operational arrangements would take the form of an intergovernmental or interagency agreement under the provisions of Arizona law.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Arizona intends to use the same process to allocate secondary funds, as was utilized under the previous Perkins Act. We will continue to use the Small Area Income & Poverty Estimates report from the Census Bureau which is statistically adjusted annually between census years. The data on the census website for Arizona school districts reflects data on the 5-17-year-old students. The number of these students and those living in poverty will specifically be targeted.

Arizona has unified school districts that serve K-12 grades and union high school districts that serve only grades 9-12. Therefore, the 5-17-year-old student data is grossly understated for union high school districts. To ensure a more accurate representation, our process is to add the elementary feeder census counts to the union high school census counts. Feeder districts are separate elementary school districts physically located within the geographical boundaries of

the union high school districts. By doing so, we “level the playing field,” by treating all districts as K-12 districts for this purpose.

Arizona is largely rural, with some counties containing elementary school districts that do not have sufficient age populations to support a high school. These are called “common school districts” or “Type 03” and only offer grades K-8. They are not physically located within the boundaries of an existing union or unified school district. Common school district students must leave their home district to attend an adjoining district that offers high school programs. Arizona tracks these students, and the “district of attendance” census counts are also adjusted based on high school ADM accordingly in order to account for them.

Charter schools lack physical boundaries and, therefore, collection of census data based solely on district geographical boundaries is not possible. Public charter schools do report high school average daily membership counts (ADM) to the Arizona Department of Education. While census information is collected on Indian Tribes, census figures for Bureau of Indian Education (BIE) are not provided via the census database. BIE contract schools that wish to apply for Perkins funds will submit enrollment information equivalent to the state-required high school ADM counts. In the absence of district census data, attending high school ADM data is used, in conjunction with county ADM and census data, to allocate Perkins funds to eligible charter and BIE schools.

Based on census data, 70% of the secondary funds will be awarded based on the number of individuals 5-17 years of age residing in the area being served by an eligible recipient who are from families below the poverty level for the preceding fiscal year. The balance of the funds (30%) will be awarded based on the number of individuals 5-17 years of age residing in the area being served by an eligible recipient. Awards to eligible charter or BIE recipients will be made on a county-by-county basis. Funding will reflect the percentage of a county’s charter or BIE students being served relative to a county’s total attending ADM counts for all participating eligible recipients.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

a. include a proposal for such an alternative formula; and

Arizona is not requesting to submit an application for a waiver to the secondary allocation formula described in Section 131(a) and will continue to use the same allocation procedures previously employed (and as described above in C-5).

b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

A waiver to the allocation formula is not being requested.

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

No waiver was previously requested for the secondary allocation formula.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

a. include a proposal for such an alternative formula; and

Arizona will continue to use the same allocation procedures previously employed (and as described above in C-4). Postsecondary funds will be distributed under the provisions of Section 133(1)(B). The postsecondary formula will rely on a combination of number of Federal Pell Grant recipients, recipients of assistance from the Bureau of Indian Affairs and county poverty data to award Perkins funds to the ten community college districts. A total of

50% of the funds would be awarded based on the number of Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs. The final 50% will be awarded based on the percentage of persons 18 years old and older who are economically disadvantaged by county.

b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Arizona has a total of ten permanent community college districts, eight of which are located in very rural areas of the state. The Pima County Community College District is the state's second largest and is located in the Tucson metropolitan area. The Maricopa County Community College District is the largest community college district in the nation and has locations across all of Maricopa County. Arizona will continue to use an alternative formula for the award of monies at the postsecondary level to make a more equitable distribution of funds to postsecondary recipients and better meet their needs. The addition of the county poverty data within the formula helps to support the rural community college districts within the State that have significant populations at or below the federal poverty line as identified by the federal census data.

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Arizona has used the same postsecondary allocation procedures for Perkins IV, Perkins III and Perkins II with satisfactory results for the subrecipients.

8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V.

The Arizona Department of Education receives consistent funds annually through the State Block Grant for Vocational Education in the amount of \$11,576,300. Most of these funds are provided as grants to school districts and charter schools within the state that provide CTE programs. In addition to supporting CTE activities across the state, the block grant is also intended to meet the provisions of Section 211(b) for maintenance-of-effort (MOE) as required in Perkins V.

D. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education quality-

a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;

Arizona has identified attainment of a recognized postsecondary credential as one of the program quality indicators. ADE/CTE in collaboration with business and industry, has developed a robust system to identify viable and validated third-party industry credentials. An application process involving labor market data and validated by Arizona industry as acceptable for employment must be submitted with all requirements necessary to earn the credential. The applications are then reviewed by the related industry advisory committee.

Once accepted, the credential is then submitted to the AZ CTE Quality Commission for review before final submission to the Arizona State Board of Education for approval as performance measure. ADE/CTE has developed an online reporting system for subrecipients to enter student-level attainment of approved industry credentials and certificates. Furthermore, Arizona Revised Statute 15-393 requires all approved CTE programs must lead to industry certifications. Our ESSA School Accountability established a College and Career Ready Index which accounts for 20% of a school's A-F letter grade. Each individual student who attains up to two approved industry credentials will add a point to their school's A-F grade. ADE/CTE has a "Credentials" tab on

the CTE data portal for subrecipients to report student level industry credential/postsecondary certificate attainment. (Appendix E: Industry Credential Approval Process)

ADE has implemented a process to remove industry credentials from the approved list if no attempts have been reported to the Department for at least four years. Additionally, if any credentials that are on the approved list are found to be out of date or no longer valued by employers, ADE will remove the credential from the approved list.

Numerator: Number of CTE concentrators that graduated from high school during the reporting year having earned an industry recognized credential for their program.

Denominator: Number of CTE concentrators that graduated from high school during the reporting year and that attempted to earn an industry-recognized credential.

Students who concentrate in multiple CTE programs will be counted only once in the performance measure.

It should be noted that this measurement does not require all students to take and or pass a third-party industry credential exam, especially since these exams usually have a cost, and the cost may not be equal across programs. Credential attainment has been identified as a national and state priority for CTE students.

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Additionally, Arizona had elected to maintain student success on the Arizona Technical Skills Assessment as a measure of quality. Each approved CTE program has an end-of-program technical skills assessment based on program standards and measurement criteria. These assessments are available for students who have become program concentrators. They are given online during a specified testing period in both the fall and spring semesters. Modifications and accommodations have been approved for students who have individual education plans (IEPs) to meet the needs of their special population. Both teachers and students receive immediate feedback once the assessments have been submitted.

Numerator: Number of CTE concentrators that graduated from high school during the reporting year having passed the technical skills assessment for their program.

Denominator: Number of CTE concentrators that graduated from high school during the reporting year and attempted the Technical Skills Assessment.

Historical data shows low TSA participation rates in some districts. With this change to the measure, districts that were already testing all students would not be significantly impacted while districts that were not testing all students would be encouraged to provide every student the opportunity to test to meet the performance measure. The SDLP was set at 75% in four years since Arizona’s current pass rate hovers around 76% and is expected to remain somewhat consistent as more students test – the pass rate has remained consistent although more students test each year.

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

(Appendix B: Performance Measures)

3. Describe the procedure the eligible agency adopted for determining State Determines Levels of Performance described in Section 113 of Perkins V, which at a minimum shall include-

a. a description of the process for public comment under Section 113(b)(3)(B) of Perkins V as part of the statutory requirements for consultation on State Determined Levels of Performance (see Text Box 7 for the statutory requirements for consultation on State Determined Levels of Performance levels under Section 113(b)(3)(B) of Perkins V);

Two public forums were held to present the proposed State Determined Levels of Performance in the fall of 2023. Public comment for the Arizona State Plan and the State Determined Levels of Performance was gathered at this time. The first meeting was held on November 12, 2023, in Prescott, AZ with representatives from subrecipients present to review the proposed State Plan and the State Determined Levels of Performance (with 115 attendees present). A similar opportunity was held in Prescott, AZ on February 1, 2024, with 130 representatives in attendance. Again, these specific opportunities for public input were selected to afford as many stakeholders as possible to participate.

Additionally, an online survey was open from January 4, 2024, through January 19, 2024, to gather and document public input. Email notifications were sent to all funding subrecipients, all business and industry partners and related community organizations to solicit their participation in the survey.

A final summit of district and school stakeholders was held on January 16, 2025, in which the revised performance levels were presented and input from attendees was solicited and freely shared.

b. an explanation for the State Determined Levels of Performance that meet each of the statutory requirements in Text Box 8; and

All the selected performance measures for the State of Arizona will include a specific numerator and denominator to ensure that they are objective, quantifiable and measurable. The annual State Determined Levels of Performance will be illustrated as a numerical percentage for clarity. The State Performance levels will be established as the initial 2024-2025 levels for each performance measure with increasing requirements for the three subsequent years. All measures and performance levels were made available for the required public comment period and subsequent feedback incorporated based on suitability and discernment to the overall goals of the State Plan.

Some adjustment to the State-Determined Levels of Performance may be necessary to ensure Arizona continues to make meaningful progress towards improving the performance of all CTE students. Should this be necessary, the ADE/CTE will follow the required process described in Perkins V, prior to the third program year of the State Plan (for subsequent years). The ADE/CTE will ensure that all required processes are followed as outlined in Section 113(b)(2), including the required public comment period. Any modification will then be submitted to the Secretary to affirm that all revised levels meet the requirements of the law. Any modification will consider the average performance of the two most recently completed program years and be established higher (except in the case of unanticipated circumstances). All selected performance measures and State-Determined Levels of Performance are in alignment with our defined measures of quality and established goals for the Arizona State Plan.

c. a description of how the State-Determined Levels of Performance set by the eligible agency align with the levels, goals, and objectives other Federal and State laws (Section 122(d)(10) of Perkins V).

There are several ways that the selected performance measures and established levels of performance align with the goals and objectives from other Federal and State laws. As mentioned previously, Arizona Revised Statute 15-393 requires all approved CTE programs lead to industry certifications. Our Every Student Succeeds Act (ESSA) - School Accountability team established a College and Career Ready Index which accounts for 20% of a school's A-F letter grade. There are several ways schools can earn point tied to Career and Technical Education. Students who complete a required CTE sequence and pass the Arizona Technical Skills Assessment for that sequence can earn 1.25 points. Students who pass a college level career pathway (CTE) course for which college credit can be earned will accrue .50 points per course. Students who complete a CTE course (outside of a

sequence) can earn .25 points per course. Each student who attains up to two approved industry credentials (credential, certificate, or license) will add a point to their school's A-F grade. A student who completes a well-defined work-based learning experience of at least 120 hours can earn 1 point. All these variables tie back neatly to the selected performance levels and State Plan.

Three of the ADE/CTE performance measures are aligned with student academic proficiency in Reading, Mathematics and Science, as measured by the Arizona Board of Education adopted assessments. Arizona Revised Statute 15-741 outlines the State achievement assessment protocols to be followed in measuring student academic achievement in these areas. The subsection of CTE concentrators who met or exceeded the standards for each academic area will be utilized in the calculation of the state level of actual performance.

In the ADE/CTE Plan, performance measures and chosen levels of performance coordinate nicely with the goals and implementation of Every Student Succeeds Act (ESSA). The ADE/CTE embraces the idea that CTE courses should be supportive of and aligned with challenging academic content. Teachers should be provided with the knowledge and skills necessary to assist students in meeting those standards. Many of the data elements that will be collected to determine the performance measures are aligned to ESSA. For example, the ADE/CTE will be using the four-year adjusted cohort graduation rate. We will be engaging in increased data disaggregation in the new State Plan, including increased analysis of identified subgroup populations. All performance data required by Perkins V will be included and categories of students described in ESSA.

ADE/CTE reviewed the Perkins V requirements for the State-Determined Levels of Performance to identify changes and areas of focus based on the new law. Data from the CTE Data Portal (and annual CAR reports) were reviewed to identify data which might assist in determining new levels of performance. For new data elements (such as science proficiency), state level student data was reviewed to get a more general sense of student achievement in this area.

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The ADE/CTE has used previous data collected by the CTE Data Portal, as well as auxiliary data, to establish the initial plan for the State-Determined Levels of Performance. The CTE Data Portal application collected the required data elements as a part of the new State Plan and performance measures. The modified application is able to consume increased data elements from the AzEDS main database to increase data quality and data coordination with other areas of ADE. After the previous two years' data was collected and the new performance measures implemented, a performance floor was calculated. This data analysis of the performance floor will then be used at the local and state levels pertinent to targeted subpopulation performance.

4. Provide a written response to the comments regarding State-Determined Performance Levels received during the public comment period pursuant to Section 113(b)(3)(B) of Perkins V.

Secondary subrecipients comments focused on the requirement of the three academic performance measures. The academic performance levels were set to align to the performance targets identified in the State's Every Student Succeeds Act (ESSA) state plan, which was amended in December 2023. The proposed performance levels for the ELA/Reading Proficiency and Mathematics Proficiency were updated as part of the revision of the original version of this plan. These proficiency measures were set to the federally required minimum for the first program year under this plan.

Secondary subrecipients also focused comments on the updated requirements for the program quality indicator, 5S4 Technical Skills Assessment (TSA). The denominator was updated to capture all graduating CTE concentrators rather than only those that took a TSA. However, some CTE programs consist of three years-worth of courses, and students become a concentrator after two – meaning that students that do not persist into the third course will “count against” the subrecipient, and students may not be prepared to test after only two years. The ADE/CTE has implemented a re-testing policy to allow students that fail a test to re-rest the following year if they remain enrolled in the program in the same level or in a higher-level course.

Postsecondary subrecipients voiced concerns with the 3P1 Nontraditional Enrollment performance measure and the increasing difficulty in meeting the requirements, however, the State Determined Level of Performance was set using the Perkins-required performance floor and cannot be lowered. Arizona's largest postsecondary subrecipient has historically performed well on this measure which raises the overall performance goals for the state. Individual negotiation of performance levels was offered to postsecondary subrecipients per §113(b)(4)(A)(i), but none have pursued this option (all have adopted the state-determined levels of performance).

5. Describe how the eligible agency will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if not, meaningful progress has been achieved prior to the third program year, a description of the additional actions the agency will take to eliminate disparities or gaps.

The ADE/CTE has developed a web-based data collection system to collect the data elements required by Perkins V. The data collection system also interfaces with the ADE's main education databases to increase data quality and coordination with other areas of ADE. Using the data that is reported to the ADE, specific reports have been created to facilitate data analysis at the local and state levels, including reports for all major data elements, such as enrollment, participants and concentrators, placement, and industry credentials. All reports include student-level information and demographics to allow the State and sub-recipients to identify gaps in participation among subgroups. ADE/CTE has also developed an "Opportunity Gap Analysis" report at both the district and school levels. Performance measure reports are also available at the district, school, and program levels to allow subrecipients to identify performance gaps. ADE/CTE will continue to look for specific trends in the data to target technical assistance and professional development to subrecipients and will work with subrecipients to incorporate data analysis techniques into the Comprehensive Local Needs Assessment process.

GLOSSARY

CAREER AND TECHNICAL EDUCATION (CTE)

The term “career and technical education” (CTE) means organized educational activities that offer a sequence of courses that provide individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations.

CTE CONCENTRATOR

The term “CTE concentrator” means at the secondary school level, a student served by an eligible recipient who has passed at least 2 courses worth at least one credit each in an approved program sequence.

At the postsecondary level, enrollment supports a program of study whose concentrators have earned at least 12 credits within a career and technical education program or completes a program which encompasses fewer than 12 credits (or the equivalent in total) to fulfill the State’s need in a high skill, high wage or in-demand occupation as determined by either state or regional labor market data. Three credits may be from academic courses.

CTE PARTICIPANT

The term “CTE participant” means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO)

The term “career and technical student organization”(CTSO) means a non-profit career-based group that offers co-curricular resources and opportunities for students in CTE pathways to develop knowledge and skills by participating in activities, events and competitions.

ELIGIBLE RECIPIENT

The term “eligible recipient” means a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance under section 131 or an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

INDUSTRY RECOGNIZED CREDENTIAL (IRC)

The term “industry recognized credential” means a certification, certificate or license required for employment or preference for hiring, related to skills and knowledge mandatory for job performance.

NON-TRADITIONAL FIELDS

The term “non-traditional fields” means occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

PROFESSIONAL DEVELOPMENT

The term “professional development” means conferences, classes, courses, events, and activities needed for continuing education hours and to obtain a CTE teacher certification. PD supports the development of skills and knowledge used to enhance classroom instruction and delivery methods. PD can be offered by industry associations, professional organizations, postsecondary institutions, CTEDS, districts, and schools.

SCHOOL COUNSELING

The term "school counseling" means implementing a comprehensive school counseling program that promotes and maximizes the success of all students, including special populations. School counselors play an essential role by providing academic and postsecondary guidance that supports the development of an Education and Career Action Plan (ECAP), enabling students to make well-informed decisions about their futures. Through collaboration with teachers, parents, and the community, school counselors prepare students for the demands of the modern workforce, promoting exploration and participation in Career and Technical Education programs. By identifying students' strengths, interests, and areas for growth, school counselors guide students toward coursework and extracurricular activities that enhance academic performance, align with their career goals, and support their future aspirations.

SPECIAL POPULATIONS

The term "special populations" means individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

APPENDICES

Appendix A: Perkins V State Plan Development Team 2020

First Name	Last Name	Title	Organization
Representing Adult Education / CTE Providers			
Sheryl	Hart	State Director of Adult Education	Arizona Department of Education
John	Mulcahy	Assistant Superintendent	West-MEC
Representing Agencies for Out of School, Youth at Risk			
Marvy	McNeese	Principal, Juvenile Detention	Yavapai County Education Service Agency
Representing Arizona Department of Education			
Jon	Alanis	Policy Analyst	Arizona Department of Education
Judy	Balogh	Team Lead, Technical Standards, Technical Skills Assessments, Career Development Collaboration	Arizona Department of Education
Silvia	Chavez	State Coordinator Homeless Education Project	Arizona Department of Education
Heather	Cruz	Associate Superintendent, High Academic Standards for Students	Arizona Department of Education
Don	Dolin	POS/Postsecondary Program Specialist	Arizona Department of Education
Julie	Ellis	CTSO Team Lead	Arizona Department of Education
Jennifer	Flores	Lead Fiscal Specialist	Arizona Department of Education
Marilyn	Gardner	CTE Director of Fiscal, Grants, and Accountability	Arizona Department of Education
Cindy	Gutierrez	Director, CTE Program Services	Arizona Department of Education
Kathy	Hoffman	Superintendent of Public Instruction	Arizona Department of Education
JoAnne	McCoy	Manager of the Zip Code Project	Arizona Department of Education
Mary	Medina	OCR Special Populations Program Specialist	Arizona Department of Education
Cathie	Raymond	Deputy Associate Superintendent, Career and Technical Education	Arizona Department of Education
Kay	Schreiber	College and Career Ready Contact / State School Counselors Coordinator	Arizona Department of Education
Terry	Stayhand	CTE Grants Team Lead	Arizona Department of Education
Representing Charter Schools			
Patrick	Wellert	Principal	Arizona Agribusiness and Equine Center
Representing Community			
Lori Beth	Horton	Parent Representative	Parent Representative
Jamie	Von Hatten	Parent Representative	Parent Representative
Catherine	Horton	DECA State Officer	Student Representative
Lexi	Von Hatten	Student, Mountain Ridge High School	Student Representative
Representing Community Organizations			
Rachel	Yanof	Executive Director	AchieveAZ
Amanda	Shively	President	ACOVA
Pam	Ferguson	Executive Director	ACTEAZ
Debra	Zurcher	Premier Series Coordinator	ACTEAZ
Cathleen	Barton	Education Consultant	Arizona Business and Education Coalition
Debra	Raeder	Vice President, Project Development	Arizona Business and Education Coalition
Roxanne	Dewer-Murphy	Director	Arizona College Access Network
Tammy	Bonner	Assistant Director	Az CTE Curriculum Consortium
Cindy	Erwin	Director, College and Career Pathways	Center for the Future of Arizona
Julie	Pastrick	President/CEO	Greater Flagstaff Chamber of Commerce
Jennifer	Mellor	Chief Innovation Officer	Greater Phoenix Chamber

Janice	Palmer	Vice President and Director of Policy	Helios Education Foundation
Dawn	Grove	Corporate Counsel	Ping Golf Clubs, Karsten Manufacturing Corporation
Katherine	Pappas	Director of Workforce Strategy	Pipeline AZ
Representing Governor's Office			
Dawn	Wallace	Director of Education Policy Advisor	Arizona Governor Ducey's Office of Education
Representing Indian Tribes			
Nadine	Groenig	Director of Indian Education	Arizona Department of Education
Stephen	Roe Lewis	Governor	Gila River Indian Community
Representing Individuals with Disabilities			
Melissa	Brown	Supervisor of Career and Technical Education	Arizona State Schools for the Deaf and the Blind
Representing Postsecondary Education			
Daniel	Barajas	Associate Vice Chancellor, Workforce Development	Maricopa Community Colleges
John	Morgan	Career and Technical Education Center Dean	Yavapai College
Representing Secondary Education			
Phillip	Nowlin	Principal	Canyon View High School
Jacqui	Clay	Superintendent	Cochise County
Gina	Covert	CTE Director	Colorado River
James	Grieshaber	CTE Director	Dysart Unified District
Doug	Wilson	Superintendent	Marana Unified School
Gretchen	Wesbrock	Director of Student Support Services/Counselor	Mingus Union High School
Leah	Oliver	Teacher	Mountain View High School
Ian	Deonise	Principal	Paradise Valley High School
Amanda	Nolasco	Counselor	Phoenix Union High School District
Katy	Gazda	Teacher	Red Mesa High School
Alvina	Tsosi	Guidance Counselor	Red Mesa High School
Aaron	Schmidt	CTE Director	Vail School District
Representing Special Populations			
James	Rivera	Director of Special Projects	Arizona Department of Education
Joey	Taylor	Foster Care Education Coordinator	Arizona Department of Education
Alexis	Clermont	State Coordinator for Homeless Education	Arizona Department of Education
Susan	Voirol	Phoenix Manager, Employment First	University of Arizona
Representing State Board			
Catcher	Baden	Deputy Director	Arizona State Board of Education
Representing State Workforce			
Shawn	Neidorf	Senior Vice President, Research	Arizona Commerce Authority
Rosalyn	Boxer	Workforce Program Administrator	Arizona Office of Economic Opportunity
Shea	Padilla	Workforce Project Coordinator	Arizona Office of Economic Opportunity
Trevor	Stokes	Workforce Program Manager	Arizona Office of Economic Opportunity

Appendix B: Career and Technical Education Perkins Plan Stakeholder Survey Results, January 2024

What county do you reside in & organization?

County	County Total	K-12	Post-Secondary	Community Partner	CTED	Parent	State agency
Apache	2	2					
Cochise	6	5	1				
Coconino	3	3					
Gila	2	1	1				
Graham	1		1				
Greenlee	1	1					
Maricopa	86	66	2	5	12	3	1
Navajo	2	1	1				
Pima	28	20	1	2	4	1	
Pinal	10	10					
Santa Cruz	1	1					
Yavapai	8	6	1		1		
Yuma	5	5					

The following feedback from survey respondents was recorded as “support,” “do not support” or “need more information”:

- Reserve Funds will be utilized to provide technical assistance and training for staff responsible for recruitment and educational services of non-traditional students.
 - (64% support, 5% do not support)
- Administrative funds will be used for an ADE/CTE staff member provide support, technical assistance, and leadership relating to the recruitment and successful participation of special populations students in CTE programs.
 - (77% support, 3% do not support)
- The Arizona Department of Education, using Innovative Funds will partner with the Association of Career & Technical Education of Arizona (ACTEAZ) to administer the career and technical education conferences.
 - (93% support, 1% do not support)
- Statewide leadership funds will be utilized to support professional development opportunities such as those provided by the Premier Series project.
 - (83% support, 15% do not support)
- Statewide leadership funds will be utilized to support postsecondary CTE administrator by convening administrators’ meetings.
 - (73% support, 5% do not support)
- Statewide leadership funds will be utilized to support secondary CTE administrators by convening administrators’ meetings.
 - (75% support, 6% do not support)

- ADE/CTE will collect data based on the statewide assessment for academic attainment in math, reading and science and use that data to provide technical assistance to subrecipients to increase academic achievement through CTE programming.
 - (80% support, 7% do not support)
- ADE/CTE will continue to embed academic standards into programs/ programs of study by cross-walking academic standards and technical standards in collaboration with the Arizona Department of Education's K-12 Standards Department.
 - (87% support, 2% do not support)
- ADE/CTE will continue to develop and update a state technical skills assessment for each approved secondary CTE program. Technical Skills Assessments item bank will be revised on a rotating basis every 3-5 years and will convene CTE instructors to develop assessment items.
 - (87% support, 3% do not support)
- ADE/CTE will include business and industry in the development of state technical standards for each approved secondary CTE program or program of study.
 - (95% support, 1% do not support)
- ADE/CTE will encourage and support innovative Career Pathways academies based on local initiatives that fully integrate academics within a CTE pathway as an integral part of that Career Pathways academy.
 - (86% support, 0% do not support)
- ADE/CTE refers to employability skills as professional skills developed by business and industry across Arizona. Rubrics have been developed for each professional standard and can be utilized by subrecipients to evaluate student level of attainment of each professional skill standard.
 - (91% support, 0% do not support)
- The percentage distribution of formula funds will be divided with 18% of the funds awarded to postsecondary recipients and 82% of the funds awarded to secondary recipients.
 - 79% support, 2% do not support)

Appendix C: Performance Measures

Perkins Secondary Performance Measures	2025-2026	2026-2027	2027-2028
1S1 Graduation Rate (Four-Year Adjusted Cohort Graduation Rate) Numerator: Number of CTE concentrators who graduate with their cohort in the reporting year. Denominator: Number of CTE concentrators in the cohort in the reporting year.	96.29%	96.34%	96.39%
2S1 Reading/Language Proficiency Numerator: Number of CTE concentrators who met or exceeded all the reading standards measured on a state reading assessment and left secondary education in the reporting year. Denominator: Number of CTE concentrators who took a state reading assessment and left secondary education in the reporting year.	43.54%	43.91%	44.27%
2S2 Mathematics Proficiency Numerator: Number of CTE concentrators who met or exceeded all the mathematics standards measured on a state mathematics assessment and left secondary education in the reporting year. Denominator: Number of CTE concentrators who took a state mathematics assessment and left secondary education in the reporting year.	37.50%	37.87%	38.25%
2S3 Science Proficiency Numerator: Number of CTE concentrators who met or exceeded all the science standards measured on a state science assessment test and left secondary education in the reporting year. Denominator: Number of CTE concentrators who took a state science assessment test and left secondary education in the reporting year.	23.16%	23.62%	24.08%

3S1 Placement Numerator: Number of CTE concentrators who, in the second quarter after exiting from secondary education, were placed in postsecondary education or advanced training, in military service, in a service program that receives assistance through the National & Community Service Act of 1990, in the Peace Corps, or employed. Denominator: Number of CTE concentrators who left secondary education in the reporting year.	72.19%	72.39%	72.59%
4S1 Nontraditional Numerator: Number of nontraditional CTE concentrators in a nontraditional program in the reporting year. Denominator: Number of CTE concentrators in a nontraditional program in the reporting year.	30.29%	30.71%	31.14%
5S1 Industry Recognized Credential Numerator: Number of CTE concentrators that graduated from high school during the reporting year having earned a recognized industry credential for their program. Denominator: Number of CTE concentrators that graduated from high school during the reporting year having attempted to earn an industry recognized credential for their program.	85.05%	85.30%	85.55%
5S4 Technical Skill Assessment Numerator: Number of CTE concentrators that graduated from high school during the reporting year having passed the technical skills assessment for their program. Denominator: Number of CTE concentrators that graduated from high school during the reporting year having attempted the technical skills assessment for their program.	78.61%	78.86%	79.11%

POSTSECONDARY PERFORMANCE MEASURES

CTE Postsecondary Performance Measures	2025-2026	2026-2027	2027-2028
1P1 Retention and Placement Numerator: Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education or in advanced training, enter military service, a service program that receives assistance through the National and Community Service Act of 1990, the Peace Corps, or was employed. Denominator: Number of CTE concentrators who completed their CTE program in the reporting year.	51.48%	51.73%	51.98%
2P1 Credential, Certificate, or Degree Numerator: Number of CTE concentrators who attained a recognized postsecondary certificate, degree, or credential during participation in a CTE program or within one year of program completion. Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.	53.60%	53.73%	53.80%
3P1 Nontraditional Enrollment Numerator: Number of nontraditional students who concentrated in a nontraditional CTE program in the reporting year. Denominator: Number of students who concentrated in a nontraditional CTE program in the reporting year.	30.42%	30.61%	30.71%

ADE MISSION STATEMENT LETTERHEAD

[Document subtitle]

Carl D. Perkins V



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Career and Technical Education (CTE) Program of Study Comprehensive Local Needs Assessment Tool

Use of Perkins V funding is based on the results of the local needs assessment. Activities and expenditures should not be included in a grant application if the district cannot demonstrate a need based on the Comprehensive Needs Assessment.

The Local Needs Assessment must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the grant application. The most recent Local Needs Assessment must be dated and uploaded into the Related Documents section of the grant application before grant approval will be given.

LEA (District or Community College) Name:	
Date (Year 1):	
Needs Assessment Lead Coordinator Name:	
Date (Year 2):	
Needs Assessment Lead Coordinator Name:	

**The assessment (or review) must be completed prior to grant application approval*

Comprehensive Needs Assessment Leadership Team (Biennial Year 1)

(For a list of who should participate in the CLNA Leadership Team, see page 13)

(Please complete each section on this page)

Representative	Name	Business / Position Title	Signature (Or indicate if met virtually)	Date
Administration				
District Office Representative				
CTE Director				
Teachers / Faculty				
Postsecondary or Secondary Representative				
Community / Business / Workforce Development				
Counselor(s)				
Parent(s)				
Student(s)				
Special Populations				
Other:				

Comprehensive Needs Assessment Leadership Team (Biennial Year 2)

(For a list of who should participate in the CLNA Leadership Team, see page 14)

(Please complete each section on this page)

Representative	Name	Business / Position Title	Signature (Or indicate if met virtually)	Date
Administration				
District Office Representative				
CTE Director				
Teachers / Faculty				
Postsecondary or Secondary Representative				
Community / Business / Workforce Development				
Counselor(s)				
Parent(s)				
Student(s)				
Special Populations				
Other:				

Rating: Choose the statement which best matches your district (for each row)

1 = This is a strength
2 = This is satisfactory

3 = This is an area we need to improve
4 = This area needs major improvement

List all CTE programs:

*Indicates the Opportunity Gap Analysis data may be relevant to these criteria. A comprehensive list of evidence can be found at the end of this document.

Evaluation & Accountability (Examples of evidence may include: Opportunity Gap Analysis Report, 3 year Performance Measure Report, Industry Certifications, Past CLNA results, Enrollment & Retention Data...)

Criteria	Rating	Indicate evidence reviewed (applies to both years).	Year 1: List strengths/areas of focus for improvement.	Year 2: Explain updates or progress from Year 1.
Offers programs/programs of study which are directly related to the preparation of individual employment in current or emerging occupations requiring an industry-recognized credential, certificate, or degree.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
* Develops and implements a system of evaluations of the CTE programs carried out with funds under Perkins V (including an assessment of how the needs of special populations are being met) and adjusts as needed.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Monitors CTE programs/programs of study for effectiveness and compliance, collects student data and evaluations, and submits required Perkins V reports in a timely manner.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Year 1: Measurable Objective(s) for Evaluation & Accountability-minimum of one required for grant (enter here & in GME):

Year 1: Does the district anticipate spending Perkins funds on this objective: __ Yes __ No

Year 2: Measurable Objective(s) for Evaluation & Accountability-minimum of one required for grant (enter here & in GME):

Evaluation & Accountability (Examples of evidence may include: Opportunity Gap Analysis Report, 3 year Performance Measure Report, Industry Certifications, Past CLNA results, Enrollment & Retention Data...)

Criteria	Rating	Indicate evidence reviewed (applies to both years).	Year 1: List strengths/areas of focus for improvement.	Year 2: Explain updates or progress from Year 1.
Year 2: Does the district anticipate spending Perkins funds on this objective: ___ Yes ___ No				

Career Exploration/Career Development (Examples of evidence may include: ECAP data, and Dual Credit data, 5-9 Career Exploration Data, Career Education Software Reports etc. reports...)

Criteria	Rating	Indicate evidence reviewed (applies to both years).	Year 1: List strengths/areas of focus for improvement.	Year 2: Explain updates or progress from Year 1.
Provides career exploration/development activities through an organized, systematic framework designed to aid students (including special pops/non-traditional and middle grades) in making informed decisions about future education, career opportunities, and programs of study.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Have readily available career and labor market information, including on occupational supply and demand, educational requirements, information on careers aligned with economic priorities and employment sectors.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Offers programs and activities related to the development of student graduation and career plans (ECAPs), career guidance, and academic counselors that provide information on postsecondary education and career options.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Year 1: Measurable Objective(s) for Career Exploration/Career Development-minimum of one required for grant (enter here & in GME):				
Year 1: Does the district anticipate spending Perkins funds on this objective: __ Yes __ No				
Year 2: Measurable Objective(s) for Career Exploration/Career Development-minimum of one required for grant (enter here & in GME):				
Year 2: Does the district anticipate spending Perkins funds on this objective: __ Yes __ No				

Professional Development (Examples of evidence may include: PD sign-in sheets, conference registrations, training and workshop attendance, teacher earned industry certifications, PLC records...)

Criteria	Rating	Indicate evidence reviewed (applies to both years)	Year 1: List strengths/areas of focus for improvement.	Year 2: Explain updates or progress from Year 1.
Provides professional development for CTE teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Offers professional development supporting instructional approaches, including teaching the integration of embedded academic content, professional skills, and teaching CTE standards and curricula.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides all CTE staff with opportunities to advance knowledge, skills, and understanding of all aspects of an industry (including the latest workplace equipment, technologies, standards, and credentials).	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides professional development which supports the coordination with ADE/institutions of higher education on recruitment, preparation, and retention of career and technical educational faculty.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Year 1: Measurable Objective(s) for Professional Development-minimum of one required for grant (enter here & in GME):				
Year 1: Does the district anticipate spending Perkins funds on this objective: <input type="checkbox"/> Yes <input type="checkbox"/> No				
Year 2: Measurable Objective(s) for Professional Development-minimum of one required for grant (enter here & in GME):				
Year 2: Does the district anticipate spending Perkins funds on this objective: <input type="checkbox"/> Yes <input type="checkbox"/> No				

Skill Development (Examples of evidence may include: Opportunity Gap Analysis Report, Work-based Learning Data, Advisory meetings, Industry certification data, TSA Data, and program completion data...)

Criteria	Rating	Indicate evidence reviewed (applies to both years)	Year 1: List strengths/areas of focus for improvement.	Year 2: Explain updates or progress from Year 1.
Offers programs/programs of study with non-duplicative sequence of courses meeting the Arizona Perkins V State Plan definition for "size, scope, and quality" to meet the needs of all students. (<i>For definition of "size, scope, and quality" for secondary and postsecondary recipients, please see page 13 of this document</i>)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
*Provides the opportunity for all students, including members of special populations, to become informed and recruited to CTE programs/programs of study.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides opportunities for students to participate in real-life work experience through CTE Work-Based Learning (WBL) programs, which may include convening meetings with employer associations and labor representatives to achieve buy-in.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Collaborates with community representatives and local workforce development to explore and develop initiatives to improve access to workforce training, and to ensure quality experiences for students and employers. (Postsecondary only)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Year 1: Measurable Objective(s) for Skill Development-minimum of one required for grant (enter here & in GME):				
Year 1: Does the district anticipate spending Perkins funds on this objective: __ Yes __ No				
Year 2: Measurable Objective(s) for Skill Development-minimum of one required for grant (enter here & in GME):				

Year 2: Does the district anticipate spending Perkins funds on this objective: __ Yes __ No

Academic Integration (Examples of evidence may include: 3 year Performance Measure Report, Dual Enrollment Data, cross curricular lesson plans/units, ...)

Criteria	Rating	Indicate evidence reviewed (applies to both years).	Year 1: List strengths/areas of focus for improvement.	Year 2: Explain updates or progress from Year 1.
Provides programs that integrate coherent and rigorous content aligned with State academic standards (i.e. math, science, and literacy) that will improve student's academic and technical skills.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
All students within each program achieve performance targets established for Perkins V performance indicators (See Performance Measures/LEA SDLP documentation).	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides opportunities for CTE students to participate in accelerated learning programs and gain postsecondary credit (such as dual or concurrent enrollment programs or early college high schools) as part of their CTE program of study.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Year 1: Measurable Objective(s) for Academic Integration-minimum of one required for grant (enter here & in GME):

Year 1: Does the district anticipate spending Perkins funds on this objective: __ Yes __ No

Year 2: Measurable Objective(s) for Academic Integration-minimum of one required for grant (enter here & in GME):

Year 2: Does the district anticipate spending Perkins funds on this objective: __ Yes __ No

Increase Student Achievement (Examples of evidence may include: Opportunity Gap Analysis Report, industry credential data, Performance Measure Data Report, and TSA data...)

Criteria	Rating	Indicate evidence reviewed (applies to both years).	Year 1: List strengths/areas of focus for improvement.	Year 2: Explain updates or progress from Year 1.
*Ensures equal access for all special population students to CTE courses/program(s) of study, in a non-discriminatory manner.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides CTE programs/programs of study that ensure students (including special populations) will have the skills necessary to pursue careers in high skill, high-wage or in-demand industry sectors or occupations.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides participants with access to industry-recognized certification examinations or other assessments leading toward a recognized post-secondary credential.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Academic and CTE teachers utilize student data to identify gaps in performance established by Perkins V performance indicators.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Year 1: Measurable Objective(s) for Increase Student Achievement-minimum of one required for grant (enter here & in GME):				
Year 1: Does the district anticipate spending Perkins funds on this objective: __ Yes __ No				
Year 2: Measurable Objective(s) for Increase Student Achievement-minimum of one required for grant (enter here & in GME):				
Year 2: Does the district anticipate spending Perkins funds on this objective: __ Yes __ No				

Purpose of Document

The purpose of this document is to assist in preparing the content of a Comprehensive Needs Assessment.

The following pages contain information that will help LEAs understand and develop a needs assessment. By the time you have read this document, you should understand the following:

- The purpose of a Comprehensive Needs Assessment
- The required components of a Comprehensive Needs Assessment
- How to write a SMART goal, strategies, and action steps

Common Q&A

Why must I do a Needs Assessment?

The reauthorization of Perkins V contains a new requirement. Local recipients of Perkins funding must now complete a Local Needs Assessment which must be included in each local application. There are five requirements for the Local Comprehensive Needs Assessment:

- Evaluation of student performance by subgroup on Perkins core indicators
- Description of the CTE programs offered (size, scope, quality and alignment)
- Evaluation of the progress toward implementing CTE programs and programs of study
- Description of recruitment, retention, and training for CTE educators and support professionals
- Description of progress toward implementing equal access to CTE for all students

How often?

The Local Needs Assessment should be part of an ongoing performance management cycle that includes both longer range performance goals and shorter-cycle implementation targets.

The Local Needs Assessment must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to the completion of the grant application and **must be uploaded each year in the Related Documents section of the grant application** before the grant can be approved.

What is a Comprehensive Needs Assessment and why is it so important?

A “**need**” is a discrepancy or gap between “what is” and “what should be.”

A **Needs Assessment** is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action. They are conducted to determine the needs of people – i.e., receivers of the services provided by an organization. In education, the receivers of the services are students and their parents.

A **Comprehensive Needs Assessment** considers needs identified in other parts of a system. In education, the Comprehensive Needs Assessment determines the needs of those who receive the academic service (students), the providers of the academic services (school staff), and the structure and system of the organization (academic programs, assessment and evaluation, resources).

A Comprehensive Needs Assessment consists of the following steps:

1. Identify Planning Team (stakeholders)
2. Identify data sources (stakeholders engage in a review of focused data)
3. Analyze the data
4. Identify areas of growth and strength (what is working)
5. Identify areas of need (what is not working)
6. Prioritize needs

What are the Benefits?

Strengths and weaknesses of a school and/or LEA can be determined. Understanding the context and constraints of the school and/or LEA can be evaluated. Perform a root-cause analysis and develop an improvement plan. Overall, the process of completing a local needs assessment is about helping you make more formal decisions about your programs, using data to ensure your local CTE programs help create success for students and employers.

Who should participate in the Needs Assessment Process?

Local recipients are required to engage a diverse body of **lead team participants** who will lead in the planning and implementation of the needs assessment. They will also assist in reviewing and analyzing the data results to support cross-sector coordination. Perkins V names, at a minimum, the following participants who should engage in the initial needs assessment, local application development and ongoing consultation:

- CTE program representatives at the secondary and postsecondary levels
- Teachers,
- Faculty,
- Administrators,
- Career guidance
- Advisement professionals
- State or local workforce development board representatives
- Representatives from a range of local businesses and industries
- Parents and students
- Representatives of special populations
- Representatives from agencies serving at-risk, homeless, and out-of-school youth.

“Size, Scope, and Quality” as Defined in the Approved Arizona Perkins V State Plan

Secondary Recipients:

Size: Program enrollment supports a program coherent sequence in order to produce concentrators. Concentrators are students that have completed and passed two courses worth one credit each in an approved program sequence.

Scope: Offers the required coherent sequence as indicated on the approved secondary CTE Program List or approved local occupational program for the secondary CTE program/program of study and meets all requirements of an approved program: CTE certified teacher, teaches the program technical standard, embeds Professional Skills (employability) and work-based learning into curriculum, meets all performance measures (academic, graduation, non-traditional enrollment and completion, industry certifications, passing the technical skills assessment, and graduate placements), is inclusive of all special populations, offers a CTSO, provides Career Explorations to middle grades (any time during grades 5-9).

Quality: Meets the requirement of size and scope. Students pass the CTE Program Technical Skills Assessment, leads to industry credentials, stakeholder involvement, 51% of program time is spent hand-on such as labs, shops, etc., and adequate equipment and supplies are provided for optimum student learning.

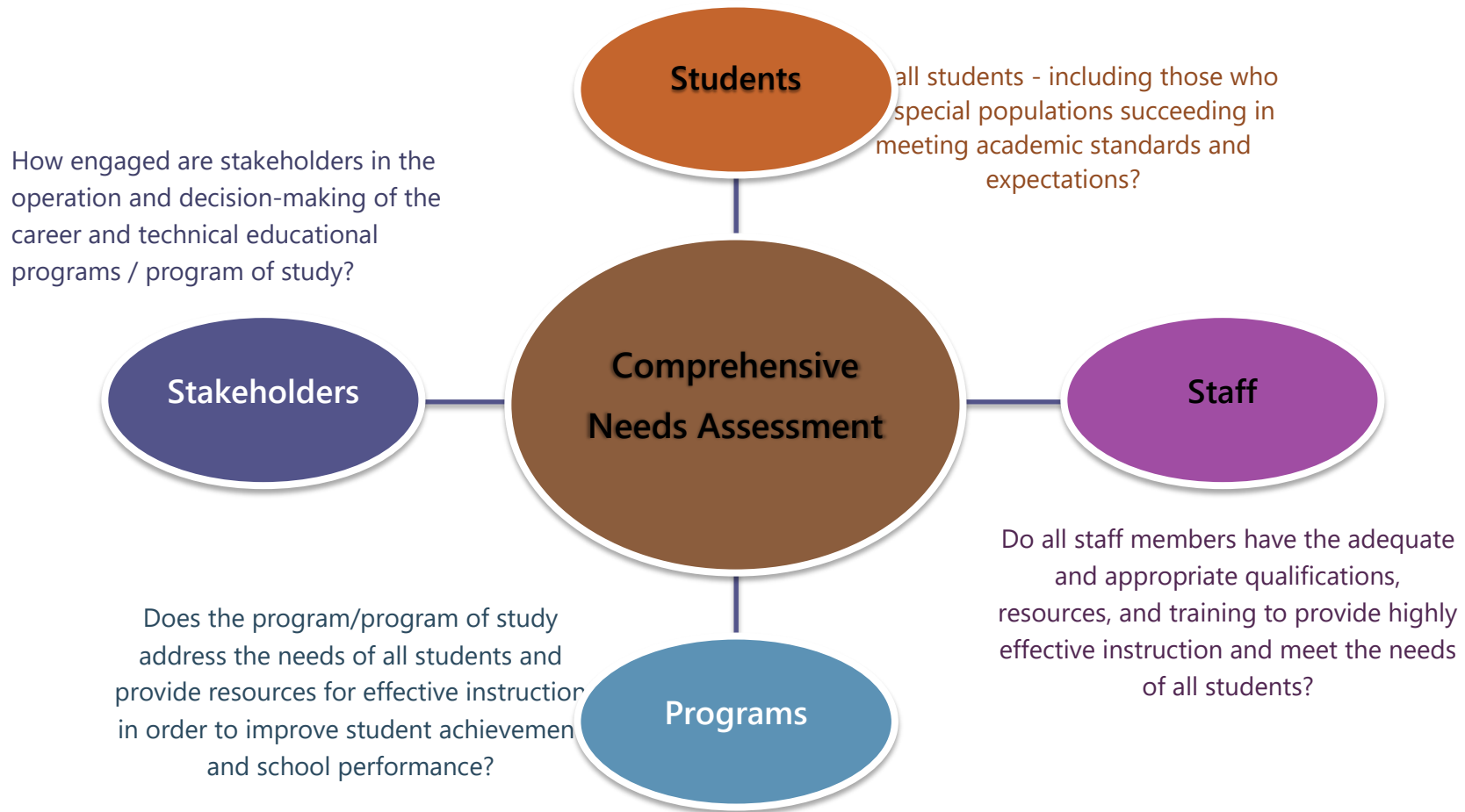
Postsecondary Recipients:

Size: Enrollment supports a program of study whose concentrators have earned at least 12 credits within a career and technical education program or completes a program which encompasses fewer than 12 credits (or the equivalent in total) to fulfill the State’s need in a high skill, high wage or in-demand occupation as determined by either state or regional labor market data. Three credits may be from academic courses.

Scope: Offers career advisement, appropriately certified instructor, work based learning and professional skills are embedded into the curriculum and the program is inclusive of all special populations. Demonstrates connection to labor market to fulfill needs in high skill, high wage, or in demand industries.

Quality: Programs/programs of study are coordinated rigorous nonduplicative sequence of academic and technical content, sufficient course sections that lead to industry recognized credential, certificates and degrees content aligned with challenging academic standards. Provide students opportunities to earn industry recognized credentials, certificates, or degrees. Maintain accreditation. Postsecondary recipients must meet State Determined Levels of Performance (retention and placement, credential, certificate or degree, and nontraditional enrollment).

Comprehensive Local Needs Assessment Chart



SMART Goals

What are SMART Goals?

S*trategic & Specific* – Based on an analysis of data and deemed a priority by the LEA and indicates specific groups of students, content areas, and behaviors.

M*easurable* – Uses specific instruments or tools to measure impact, progress, and success.

A*ttainable* – Targeted objectives are doable and realistic without being uninspiring.

R*esults Based* – Describes a specific outcome in terms of student learning/achievement results.

T*ime Bound* – Specifies when the goal will be accomplished or measured to determine impact.

SMART Goal Measurement Statement

[What] for [who] will [measurement] based upon [evidence/tool] during the [timeframe]

WHO	The target population or subgroup
WHAT	The focus of the goal
MEASUREMENT	The target assessment objective written as a quantifiable action (e.g. increase, improve, maintain, decrease) that includes the results (written as a percentage) from the previous year
EVIDENCE/TOOL	The measurement tool or evidence used to gauge success
TIMEFRAME	The current academic year

Examples

TSA proficiency for *program completers* will *increase by 10% from 57% to 67% or more* based upon *performance on Arizona Technical Skills Assessments* during the *2024-2025 academic year*.

Graduation rate for the Class of 2025 will increase from 90% to 95% or more based upon successful completion of LEA graduation requirements during the 2024-2025 academic year.

How to Write SMART Goals

SMART Goals in education are used to help educators develop clear plans. SMART goals follow the acronym: specific, measurable, achievable, relevant, and time-bound.

Specific - S

When setting a goal, be specific about what you want to accomplish. Think about this as the mission statement for your goal. This isn't a detailed list of how you're going to meet a goal, but it should include an answer to the popular 'w' questions:

- Who – Consider who needs to be involved to achieve the goal (this is especially important when you're working on a group project)
- What – Think about exactly what you are trying to accomplish and don't be afraid to get very detailed
- When – You'll get more specific about this question under the "time-bound" section of defining S.M.A.R.T. goals, but you should at least set a time frame
- Where – This question may not always apply, especially if you're setting goals, but if there's a location or relevant event, identify it here
- Why – What is the reason for the goal?

Measurable - M

What metrics are you going to use to determine if you meet the goal? This makes a goal more tangible because it provides a way to measure progress. If it's a project that's going to take a few months to complete, then set some milestones by considering specific tasks to accomplish. Milestones are a series of steps along the way that when added up will result in the completion of your main goal.

- As the "M" in SMART states, there should be a source of information to measure or determine whether a goal has been achieved
- The M is a direct (or possibly indirect) indicator of what success for a particular goal will look like
- Sometimes measurement is difficult. You will need to work together to identify the most relevant and feasible data sources and collection methods
- Data collection efforts needed to measure a goal can be included in that goal's action plan
- Even if a perfect, direct measurement source is not immediately feasible for a given goal, the discussion about the desired end result (why this goal is important) and what

the measurement options are (what success might look like) is an important and valuable part of performance planning

- Measurement methods can be both quantitative (productivity results, money saved or earned, etc.) and qualitative (testimonials, surveys, etc.)

Achievable - A

This focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes. The goal is meant to inspire motivation, not discouragement. Think about:

- how to accomplish the goal,
- if you have the tools/skills needed,
- if not, consider what it would take to attain them

Relevant - R

Relevance refers to focusing on something that makes sense with the broader business goals. For example, if the goal is to launch a new program or service, it should be something that's in alignment with the overall business/department objectives. Your team may be able to launch a new program, but if your division is not prioritizing launching that type of new programs, then the goal wouldn't be relevant.

Time-Bound - T

Anyone can set goals, but if it lacks realistic timing, chances are you're not going to succeed. Providing a target date for deliverables is imperative. Ask specific questions about the goal deadline and what can be accomplished within that time period. If the goal will take three months to complete, it's useful to define what should be achieved half-way through the process. Providing time constraints also creates a sense of urgency.

S.M.A.R.T. Goals (practice sheet)

Creating S.M.A.R.T. Goals help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

Initial Goal (*Write the goal you have in mind*):

1. Specific (*What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?*):

2. Measurable (*How can you measure progress and know if you've successfully met your goal? What data will be used to measure the goal?*):

3. Achievable (*Do you have the skills required to achieve the goal? Is it doable?*):

4. Relevant/Realistic (*Why am I setting this goal now? Is it aligned with overall objectives?*):

5. Time-bound (*What's the deadline and is it realistic?*):

Examples of Data Evidence that may be used for CLNA

The chart provides a sample of data that could be used in completing the CLNA. The list is not comprehensive since other data may become available that provides additional insight for a rubric area.

Evaluation & Accountability

• Opportunity Gap Analysis Report	• Past CLNA's and results
• District level 3-year Performance Measure report	• ADE and/or CTED site monitoring visit results – Program Evaluations
• Technical skills assessment reports	• Advisory board minutes
• Industry certifications	• Dual enrollment data
• Program level student data	• CTE standards and measurements
• School & CTED retention rates & completion data	• Program monitoring documentation (program binders, PLC minutes, etc.)

Career Exploration/Career Development

• ECAP data	• Career exploration software platform data
• Career counselor transition plans	• Placement data
• JobsEQ Reports	• Program pathway information
• CTE night data (sign in sheets, fair flyers, etc.)	• CTE marketing plan & materials
• Coherent sequence	• Middle school or Freshman career exploration class data

Professional Development

• ACTEAZ Fall, Mid-winter & Summer conference participants	• Standards committee involvement (ADE)
• Program specific professional development/workshops	• Professional development days – (roster / in house data collected.
• Premier series courses	• Teacher PD records
• CTSO advisor training	• Industry support for special populations
• Special populations training	• Teacher exit surveys for focused PD
• CTED training	• Community college partner training
• Summer CTE externships for teachers	• Teacher earned industry certifications

Skill Development

• Opportunity Gap Analysis Report	• TSA data
• Work-based learning data	• Program Year 1 to Year 2 Rates
• Industry certification data	• Advisory Meetings
• Dual enrollment credit earned reports	• Facilities Reviews / ADE Equipment List
• Course description guides / videos	• Graduate surveys
• Lab component at 51%	• CTE coherent scope & sequence

Academic Integration

• State English, Math and Science assessment results (i.e. ACT & AzSci)	• Cross-curricular lesson plans, unit plans, project-based learning
• Dual enrollment data	• Course sequences / scope & sequence
• 3-year Performance Measure Report	• Benchmark scores
• Oversight committee agenda/minutes	• Academic teachers observing CTE classes

Increase Student Achievement

• Opportunity Gap Analysis Report for Special Populations Data	• Technical skills assessment data
• State Determined Performance Level Data	• Industry credential certification data
• Dual enrollment data	• CTE department meeting minutes
• Alignment of math, English standards to CTE program standards	• Hands on practice assessments
• Lesson Plan / Unit Plans with integration	• Benchmark testing data (in preparation of TSA)
• Enrollment, retention & completion data	• Counselor reports

Appendix F: Industry Credential Approval Process

Industry Certification Approval Process for Inclusion on Current CTE Programs with Identified Industry Certifications to meet ARS 15-391 5 k and I for CTED Eligibility and College and Career Readiness Rubric Credentials List (A-F School Letter Grades)

1. Requestor will complete the “[Industry-Based Certification Application for Inclusion on the Arizona State A-F School Rating List](#)” and submit it to the Arizona Department of Education/Career and Technical Education unit (ADE/CTE), no earlier than March 1st of each year on the CTE website <https://www.azed.gov/cte/cte-industry-credentials>.
2. The appropriate ADE/CTE Program Specialist will review the application and send it to the appropriate program Industry Advisory Committee.
3. The Industry Advisory Committee will determine if the credential should be added to the College and Career Readiness Rubric Credentials List (A-F School Letter Grades) and/or the Current CTE Programs with Identified Industry Certifications to meet ARS 15-391 5 k and I for CTED Eligibility list and/or using the application and supporting documentation submitted.
4. The recommendation for the College and Career Readiness Rubric Credentials List (A-F School Letter Grades) will then be submitted to the Arizona Career and Technical Education Quality Commission for review and submission to the State Board of Education for addition to the College and Career Readiness Rubric, Industry Certification list.
5. Once approved by the State Board of Education, the list will be added to the ADE website.

The timeline for the process is as follows:

The application process for the College and Career Readiness Indicators Credentials List (A-F Rating List) and CTED industry credential list will **open on March 1st** of each year and will **close on April 30th** of that same year. Submissions for the College and Career Readiness Indicators Credentials List (A-F Rating List) and CTED industry credential list must be received by **5:00 pm on April 30th** for of the current year to be considered for the school year following the year submitted.

Credentials submitted to ADE CTE between March 1st and April 30th and approved by the CTE Quality Commission at the October quarterly meeting will be submitted to the State Board of Education (SBE) in January and if approved by the SBE, to the Joint Legislative Budget Committee (JLBC) in February for any new credentials for the **following school year**.

Appendix G: Career Literacy Standards

Career Exploration and Introduction to Early Career and Technical Education

- 1.0 INVESTIGATE CAREERS AND CAREER PATHWAYS
- 2.0 DEMONSTRATE FINANCIAL LITERACY
- 3.0 APPLY CRITICAL THINKING AND PROBLEM-SOLVING SKILLS
- 4.0 USE COLLABORATIVE AND TEAMBUILDING SKILLS
- 5.0 PRACTICE INTERPERSONAL COMMUNICATION SKILLS
- 6.0 RECOGNIZE THE BENEFITS OF TECHNOLOGY TO CAREERS AND WORK
- 7.0 EXPLORE ACCOUNTABILITY AND ETHICAL BEHAVIORS RELATIVE TO WORK

Career Exploration Teaching Strategies

- 8.0 INVESTIGATE CAREERS AND CAREER PATHWAYS Investigation of career clusters and pathways through self-reflection, identification of interests and values, and exposure to the knowledge and skills required for careers.
- 9.0 DEMONSTRATE FINANCIAL LITERACY Investigate financial (money) skills needed to develop personal and business interactions.
- 10.0 APPLY CRITICAL THINKING AND PROBLEM-SOLVING SKILLS Develop and practice strategies for understanding, solving, and testing solutions
- 11.0 USE COLLABORATIVE AND TEAMBUILDING SKILLS Evaluate how collaboration and teamwork enable individuals or groups to achieve collective goals. Practice team roles including personal contributions to the team while developing leadership skills in virtual and in-person situations
- 12.0 PRACTICE INTERPERSONAL COMMUNICATION SKILLS Differentiate between formal and informal communication styles and express themselves creatively according to the communication goal.
- 13.0 BUILD TECHNOLOGY SKILLS AS RELATED TO CAREERS Develop and practice technology skills as related to career requirements, understand the impact of digital footprints, and safe internet usage.

Appendix H: Work-based Learning Guide

The Arizona CTE Work-Based Learning Guide can be accessed in its entirety at
<https://www.azed.gov/sites/default/files/2025/04/Work-Based-Learning-Guide.pdf>

Appendix I: Monitoring documents

The Arizona Department of Education Quality and Compliance Monitoring Document can be found in its entirety at <https://live-az-ade.pantheonsite.io/sites/default/files/2021/03/Monitoring%20Document%20Revised%20033021.pdf>

Appendix J: CTE Program Lists

Rank	CIP Code	CTE Program list	Carnegie Units Required	Non-Traditional	CTSO
5	01.0000.00	AgriScience	3	*	FFA
5	47.0608.00	Aircraft Mechanics	3	Female	SkillsUSA
5	47.0603.00	Automotive Collision Repair	2	Female	SkillsUSA
5	47.0604.00	Automotive Technologies	3	Female	SkillsUSA
5	52.0201.00	Business Management	2	*	FBLA
5	52.0408.00	Business Operations	2	*	FBLA
5	46.0201.00	Carpentry	2	Female	SkillsUSA
5	12.0500.00	Culinary Arts	2	Female	FCCLA
5	51.0600.00	Dental Assisting	2	Male	HOSA
5	47.0613.00	Diesel Engine Repair	3	Female	SkillsUSA
5	09.0702.00	Digital Communication	2	*	FBLA/SkillsUSA
5	13.1210.00	Early Childhood Education	2	Male	FCCLA
5	13.1200.00	Education Professions	2	*	FCCLA
5	46.0301.00	Electrical and Power Transmission Installation	2	Female	SkillsUSA
5	51.0904.00	Emergency Medical Services	2	*	HOSA
5	47.0701.00	Energy Systems	2	Female	SkillsUSA
5	50.0407.00	Fashion Design and Operations	2	*	FCCLA
5	47.0201.00	Heating, Ventilation and Air Conditioning	2	Female	SkillsUSA
5	49.0202.00	Heavy Equipment Operations	2	Female	SkillsUSA
5	47.0300.00	Heavy Industrial Maintenance	2	Female	SkillsUSA
5	43.0100.00	Law and Public Safety	2	Female	SkillsUSA
5	52.1801.00	Marketing	2	*	DECA
5	51.0801.00	Medical Assisting Services	2	Male	HOSA
5	51.1502.00	Mental and Social Health Technician	2	Male	HOSA
5	51.3902.00	Nursing Services	2	Male	HOSA
5	46.0503.00	Plumbing	2	Female	SkillsUSA
5	48.0510.00	Precision Machining	3	Female	SkillsUSA
5	51.0913.00	Sports Medicine and Rehabilitation	2	Male	HOSA
4	14.4201.00	Automation and Robotics	2	Female	SkillsUSA

4	46.0415.00	Construction Technologies	2	Female	SkillsUSA
4	15.0000.00	Engineering	2	Female	SkillsUSA
4	51.0802.00	Laboratory Assisting	2	*	HOSA
4	51.0707.00	Medical Records Technologies	2	*	HOSA
4	51.3501.00	Therapeutic Massage	2	Male	HOSA
4	48.0508.00	Welding Technologies	2	Female	SkillsUSA
3	52.0301.00	Accounting	2	*	FBLA
3	52.0801.00	Finance	2	*	FBLA/DECA
3	22.0302.00	Legal Assistant	2	Male	FBLA
3	11.1999.00	Network Security	2	Female	FBLA/SkillsUSA
3	51.0805.00	Pharmacy Support Services	2	Male	HOSA
3	11.0202.00	Software and App Design	2	*	FBLA/SkillsUSA
2	15.1303.00	Architectural Drafting	2	Female	SkillsUSA
2	41.0100.00	Bioscience	2	*	HOSA/FFA
2	48.0703.00	Cabinetmaking	2	Female	SkillsUSA
2	12.0400.00	Cosmetology and Related Services	2	Male	SkillsUSA
2	10.0304.00	Digital Animation	2	*	FBLA/SkillsUSA
2	50.0605.00	Digital Photography	2	*	FBLA/SkillsUSA
2	50.0602.00	Film and TV Production	2	Female	FBLA/SkillsUSA
2	43.0202.00	Fire Service	2	Female	SkillsUSA
2	50.0409.00	Graphic Design	2	*	FBLA/SkillsUSA
2	51.2602.00	Home Health Aide	2	Male	HOSA
2	28.0101.00	JROTC Airforce/Spaceforce	2	Female	JROTC/SkillsUSA
2	28.0301.00	JROTC Army	2	Female	JROTC/SkillsUSA
2	28.0401.00	JROTC Navy/Marine	2	Female	JROTC/SkillsUSA
2	50.0599.00	Stagecraft	2	*	SkillsUSA
2	15.1202.00	Technology Devices Maintenance	2	Female	FBLA/SkillsUSA
2	01.8301.00	Veterinary Assisting	2	Male	FFA/HOSA
1	52.0900.00	Hospitality Management	2	*	FCCLA/DECA
5	01.0000.00	AgriScience	3	*	FFA
5	47.0608.00	Aircraft Mechanics	3	Female	SkillsUSA
5	47.0603.00	Automotive Collision Repair	2	Female	SkillsUSA
5	47.0604.00	Automotive Technologies	3	Female	SkillsUSA

Appendix K: Professional Skills

Arizona CTE Professional Skills Standards

Standards, Measurement Criteria and Core Actions

The Arizona CTE Quality Commission, formerly known as Arizona Skill Standards Commission, is made up of business and industry and workforce development leaders who worked with Arizona Department of Education during 2010-2011 to discuss needed workplace skills. The Commission conducted 11 focus groups throughout the state of Arizona to discuss workplace skills. The nine Arizona Workplace Employability Skills were agreed upon in Fall 2011 and in 2018 the Arizona Department of Education renamed the Arizona Workplace Employability Skills “**Arizona CTE Professional Skills.**”

1.0	<u>COMPLEX COMMUNICATION:</u> Employs complex communication * skills in a manner that adds to organizational productivity. *Complex Communication refers to the need to combine traditional communication skills with technical workplace content transmitted via rapidly evolving technologies to increasingly diverse audiences.
1.A	Masters core communication skills for the workplace. <ul style="list-style-type: none">• Delivers content accurately• Persuades others• Uses communication style appropriate to audience and situation• Listens actively Resolves conflicts
1.B	Communicates effectively in a diverse work environment. Communicates with diversity in mind
1.C	Uses technologies and social media for workplace communication. <ul style="list-style-type: none">• Exercises competence in using technology• Upholds the brand• Follows applicable laws and regulations Matches technology to content
1.D	Foundational communication skill check points <ul style="list-style-type: none">✓ Writes in languages required by employer✓ Speaks in languages required by employer✓ Demonstrates reading comprehension✓ Presents with confidence✓ Practices interpersonal skills Uses workplace technologies

2.0	<u>COLLABORATION:</u> Collaborates, in person and virtually, to complete tasks aimed at organizational goals.
2.A	Commits to achieving collective goals. <ul style="list-style-type: none"> • Contributes personal strengths • Respects contributions of others • Contributes to an environment of collaboration Ensures diversity in collaboration
2.B	Promotes an environment of trust. <ul style="list-style-type: none"> • Builds team relationships • Takes responsibility for role on team Manages information with sensitivity
2.C	Optimizes technology to collaborate with others. Adopts technology to promote collaboration
3.0	<u>THINKING AND INNOVATION:</u> Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.
3.A	Defines a problem in the workplace. <ul style="list-style-type: none"> • Describes • Diagnoses Uses resources to define a problem
3.B	Practices inquiry and reflection (I/R) to take action in the workplace. <ul style="list-style-type: none"> • Maintains an attitude of openness • Explores for deeper understanding • Uses resources for inquiry and reflection (I/R) Evaluates self
3.C	Takes action supported by evidence and reasoning to explain conclusions and accomplish work. <ul style="list-style-type: none"> • Composes a plan • Constructs a model (visual, symbolic, or linguistic) • Makes decisions • Uses tools strategically Argues a case
3.D	Transfers knowledge and skills from one work situation to another. Builds capacity to transfer skills
3.E	Creates/innovates to improve workplace productivity. Builds capacity to create/innovate

4.0	PROFESSIONALISM: Conducts self in an appropriate manner reflective of the organizational expectations.
4.A	<p>Adheres to organizational protocol related to behavior, appearance, and communication.</p> <ul style="list-style-type: none"> • Communicates with technical language • Communicates according to organizational standards • Satisfies customers <p>Professionalism Preliminary Checklist</p>
4.B	<p>Manages time in accordance with organizational expectations.</p> <ul style="list-style-type: none"> • Uses time productively • Balances accuracy and speed • Organizes work for the allotted timeframe • Prioritizes tasks <p>Collaborates and works alone to deliver on time</p>
4.C	<p>Represents the organization in a positive manner.</p> <ul style="list-style-type: none"> • Communicates mission and position • Aligns with organizational values • Manages resources to benefit the organization <p>Communicates core values of the profession</p>
4.D	<p>Performs assigned tasks with a “can do” attitude.</p> <p>Performs work with a positive attitude</p>
4.E	<p>Behaves in a way that distinguishes between personal and work-related matters.</p> <p>Demonstrates respect for personal and professional boundaries</p>
4.F	<p>Produces work that reflects professional pride.</p> <ul style="list-style-type: none"> • Produces high quality work • Acts as a team member • Performs/produces with precision • Continues to develop skills and connections <p>Takes initiative to improve work</p>

5.0	<u>INITIATIVE AND SELF-DIRECTION:</u> Exercises initiative and self-direction in the workplace.
5.A	<p>Functions independently within the organizational structure.</p> <ul style="list-style-type: none"> • Performs necessary tasks • Strives to improve personal delivery of services • Improves personal performance/ behaviors continuously <p>Initiative & Self-Direction Preliminary Checklist</p>
5.B	<p>Adapts to changing conditions and expectations in the organization.</p> <ul style="list-style-type: none"> • Adjusts to change • Cooperates respectfully with colleagues <p>Maintains productivity</p>
5.C	<p>Pursues career advancement opportunities within an organization or field.</p> <ul style="list-style-type: none"> • Articulates requirements for job openings • Prepares for career advancement • Pursues formal learning opportunities • Builds learning relationships <p>Applies new resources</p>
5.D	<p>Generates innovative ideas, methods, or devices contributing to organizational resources and goals.</p> <ul style="list-style-type: none"> • Innovate to improve productivity • Recommends improvements on processes, products, services <p>Uses technology to increase productivity/profits</p>
5.E	<p>Exercises leadership in the workplace.</p> <ul style="list-style-type: none"> • Engages individual strengths • Manages work plans • Plans for unanticipated challenges <p>Pursues workplace solutions/improvements</p>

6.0	<u>INTERGENERATIONAL AND CROSS-CULTURAL COMPETENCE:</u> Interacts effectively with different cultures, generations, and individuals with disabilities to achieve organizational mission, goals, and objectives.
6.A	<p>Uses relevant communication that creates cultural synergy in the workplace.</p> <ul style="list-style-type: none"> Adapts communication style to engage diverse others <p>Adapts communication style to engage other generations</p>
6.B	<p>Contributes to an environment of acceptance and inclusion that enables different cultures, generations, and individuals with disabilities to work together.</p> <ul style="list-style-type: none"> Demonstrates respect through interactions and behaviors Addresses challenges with sensitivity for intergenerational, cross-cultural, and individuals with disabilities Celebrates achievements and contributions of diverse others Functions comfortably in the global marketplace Relies upon the wisdom and experience of others to accomplish work Addresses intergenerational tensions
6.C	<p>Respects generational differences related to the use of technology in the workplace.</p> <ul style="list-style-type: none"> Selects from technological and non-technological methods/tools to communicate across generations
7.0	<u>ORGANIZATIONAL CULTURE:</u> Functions effectively within an organizational culture.
7.A	<p>Navigates organizational structures and systems.</p> <p>Fits work performance to the organizational structure</p>
7.B	<p>Embodies organizational values.</p> <p>Works in a manner that reflects organizational values</p>
7.C	<p>Performs work that advances organizational growth and success.</p> <p>Contributes to organizational success</p>

8.0	<u>LEGAL AND ETHICAL PRACTICES:</u> Observes laws, rules, and ethical practices in the workplace.
8.A	Respects the organization's physical and intellectual property. <ul style="list-style-type: none"> • Takes responsibility for the workplace Protects the organization's intellectual property
8.B	Demonstrates loyalty to the organization, its mission, and resources. Demonstrates loyalty to the organization
8.C	Maintains a safe work environment. <ul style="list-style-type: none"> • Addresses harmful conditions in the workplace • Follows procedure for reporting unsafe conditions Receives risk management training
8.D	Adheres to the policies and procedures of the organization. <ul style="list-style-type: none"> • Acts in accord with policies and procedures • Acts in accord with legal and ethical practices Receives training in policies and procedures
8.E	Adheres to applicable local, state, federal, and international laws and regulations. <ul style="list-style-type: none"> • Applies required laws and regulations in the workplace • Complies with employment laws Applies laws and regulations unique to the industry
8.F	Takes responsibility for one's actions in the workplace. <ul style="list-style-type: none"> • Prioritizes time • Resolves own work problems and errors Takes responsibility for own communication
8.G	Manages/uses resources for the good of the organization. Uses organization's resources prudently
8.H	Acts with integrity (honest, reliable, and trustworthy.) Performs with honesty and reliability in a trustworthy manner
8.I	Interacts respectfully with co-workers and customers. <ul style="list-style-type: none"> • Handles information appropriately Works to create an equitable workplace
9.0	<u>FINANCIAL PRACTICES:</u> Applies knowledge of finances for the profitability and viability of the organization.
9.A	Exercises prudence in personal finance as it relates to employment. Manages personal finances responsibly
9.B	Articulates financial goals and strategies of the organization. Communicates organizational financial goals
9.C	Contributes to organizational profitability through knowledge of finances. <ul style="list-style-type: none"> • Acts prudently with organizational resources • Maintains current knowledge of salary and benefits Relates work performance to company profitability

Appendix L - Local Grants Application Questions

Post-Secondary Application Questions

Please provide a short description of your project in one to two paragraphs: (Text Box)

General Education Provisions Act (GEPA)

OMB Control Number 1894-0005

Expiration 2/28/2026

GEPA Section 427 Requirements

Equity for students, educators, and other program beneficiaries

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

To address this provision and receive funding, LEAs must provide responses to the following:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity. *Applicants are not required to have mission statements or policies that align with equity in order to submit an application. (Text Box)*
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity including but not limited to barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, homeless status or housing insecurity, pregnancy, parenting or caregiving status, and sexual orientation. (Text Box)
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity? (Text Box)
4. What is your timeline, including targeted milestones, for addressing these identified barriers? (Text Box)

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information.

The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.

Assurances:

The community college district provides assurances to the Arizona Department of Education that it has read, understands and will abide by the requirements of the Strengthening CTE for the 21st Century Act of 2018.

Program Assurances
*The college agrees to the following Program Assurances: <ul style="list-style-type: none">○ Yes○ No
1) Eligible recipients will annually evaluate their Career and Technical Education Programs to assess progress or all students, including special populations, in meeting Arizona's core indicators of performance [§123(b)(1)]. Special populations are defined as "...individuals with disabilities, individuals from economically disadvantages families, nontraditional students, single parents, out of workforce individuals, English learners, homeless students, youth in foster care or who have aged out and youth with a parent on active military duty.
2) Individuals who are members of special populations will be provided equal access to the full range of CTE activities and programs available to individuals who are not members of special populations and will not be discriminated against on the basis of their status as members of special populations [§122(c)(2)].
3) Individuals who are members of special populations and are identified as needing appropriate supplemental support services, strategies, and activities will receive

services to enable those individuals to meet or exceed state adjusted levels of performance and to prepare them for further learning and high skill, high wage, or high demand careers [§122(c)(2)].
4) Eligible recipients will assure provision of a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education and provide services and activities that are of sufficient size, scope, and quality to be effective [§135(b)].
5) Eligible recipients will assure the provision of career exploration and career development activities through an organized, systematic framework designed to aid students (including in the middle grades) before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education, career opportunities, and programs of study [§135(b)(1)].
6) The college agrees to submit, on a timely basis, periodic reports of progress as part of participating in the Federal Postsecondary Perkins Grant.

Fiscal Assurances
*The college agrees to the following Fiscal Assurances: <ul style="list-style-type: none"> ○ Yes ○ No
1) Eligible recipients will comply with all requirements of this title and State Plan, including the provision of a financial audit of funds received under this title [§122(d)(13)(A) and 2 CFR 200.504].
2) The recipient assures compliance with Arizona Department of Education CTE Equipment Guidelines. None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate. [§122(d)(13)(B)]
3) Eligible recipients agree to maintain financial records, supporting documents and all other records pertinent to this title for three years from the date of the approved Completion Report. If any litigation, claim or audit is started before the expiration of the three year period, the records must be maintained until resolved and final action taken [2 CFR 200.333].
4) Eligible recipients will assure that funds made available under this title shall supplement, not supplant, non-Federal funds utilized to carry out career and technical education activities [§211(a)].
5) Eligible recipients assure that no funds under this title will be used to support the costs of entertainment (including amusement, diversion, and social activities) and

associated costs except where specific costs (that might otherwise be considered entertainment) have a programmatic purpose and are authorized by prior written approval from the ADE [2 CFR 200.438].
6) Eligible recipients confirm that changes to this title will only occur during the period of performance and after the ADE designates an application “substantially approvable” [34 CFR 76.703 and 2 CFR 200.309].
7) Eligible recipients confirm that changes made to this title for salaries and wages are based on records that accurately reflect the work performed [2 CFR 200.430(i)].

Accountability Assurances
*The college agrees to the following Accountability Assurances: <ul style="list-style-type: none"> ○ Yes ○ No
1. Eligible recipients will provide the ADE with data that is complete, accurate and reliable as a part of the required data collection activities. [§113(b)(3)(C)].
2. Eligible recipients will develop an Improvement Plan if at least 90% of the State Determined Levels of Performance (SDLP) is not met [§122(b)]. Improvement plans will be submitted through the grant application for review and approval by the assigned Grant Program Specialist
3. The college will submit periodic progress reports as part of the Federal Perkins Grant reporting requirements. ADE will conduct site visits to review the progress being made towards reaching the grant objectives and the State Determined Levels of Performance.
4. The college will make a good faith effort to effect remediation of the identified deficiencies (improvement objectives) and submit accurate data reports on a timely basis or risk interruption or possible loss of all CTE funding.

Federal Perkins Requirements:

The college agrees to comply with the following Federal Perkins requirements:

- Yes
- No

These are the Career and Technical Education Federal Perkins Requirements to be regularly reviewed, addressed, and met throughout the project period. Read these requirements and select College agrees.

The Community College hereby assures to the Arizona Department of Education that it will comply with the Federal Perkins Requirements listed below:

LOCAL PLAN FOR CTE

The community college will conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application. The comprehensive needs assessment must be completed not less than once every two years [§134(c)(1)(A-B)]. Provide a coherent sequence of instruction in career and technical education programs. Provide a list of all CTE programs and related courses offered in the coherent sequence of instruction to deliver all state designated standards. Please also see Grants Management Resource Library for §134 Local Application for Career and Technical Education Programs.

PERFORMANCE LEVELS

Carry out career and technical education programs to meet the State Determined Levels of Performance (SDLP) [§122(b) and §113(b)]. Develop a means to analyze and review CTE programs, including assessments of how the needs of special populations are being met [§134(b)(5) and §134(b)(9)].

SKILL ATTAINMENT

Provide within the career and technical education programs the skills necessary to pursue careers in high skill, high wage or in-demand industry sectors or occupations [§135(b)(3)]. Support integration of academic skills into career and technical education programs and programs of study to support participants at the secondary school level in meeting the challenging State academic standards adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and support participants at the postsecondary level in achieving academic skills [§135(b)(4)].

PROGRAM IMPROVEMENT

Each eligible agency shall evaluate, using the local levels of performance described in §134(b)(4), the career and technical education activities being supported through the receipt of funding. The eligible recipient shall develop and implement a program improvement plan that includes an evaluation of the performance disparities or gaps identified under §113(3)(C)(ii)(II) and action that will be taken to address such gaps.

INVOLVE STAKEHOLDERS

In conducting the comprehensive local needs assessment and developing the local application, an eligible recipient shall involve a diverse body of stakeholders [§134(d)].

ASSESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS

Eligible recipients will provide activities that prepare special populations for high skill, high wage, or in demand industry sectors or occupations that will lead to self-sufficiency, prepare participants for nontraditional fields, provide equal access for special populations to career and technical education and ensure that members will not be discriminated against on the basis of their status as members of special populations [§134(b)(5)]. Special populations include all of the following: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for nontraditional fields, single parents, out-of-workforce individuals, English learners, homeless individuals, youth in foster care or who have aged out of foster care and students with active-duty military parent(s) [§135(b)(5)].

NONTRADITIONAL TRAINING

Eligible recipients will prepare career and technical education participants for Nontraditional fields of work. Nontraditional fields are occupations or fields of work which individuals from one gender comprise less than 25% of the workforce population [§135(b)(5)(B)].

PROFESSIONAL DEVELOPMENT

Eligible recipients will provide professional development related to the provision of career and technical education services for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors or paraprofessionals [§135(b)(2)].

ARTICULATION

Plan and carry out elements that support the implementation of career and technical education programs and programs of study that result in increasing student achievement [§134(b)(5)].

CAREER GUIDANCE

Provide career exploration and career development activities through an organized systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study [§134(b)(1)].

FACULTY RECRUITMENT AND RETENTION

Eligible recipients will coordinate with institutions of higher education to support the recruitment, preparation, retention and training, including professional development, of teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals who meet applicable State certifications and licensure requirements, including individuals from groups underrepresented in the teaching profession. [§134(b)(8)].

Desk Monitoring – Fiscal Assurances

By responding to these questions, the college is providing evidence to the Arizona Department of Education regarding their compliance with the fiscal requirements of the Strengthening Career and Technical Education for the 21st Century Act. In reference to the most recent grant application, please respond to the following questions.

FINANCIAL AUDIT:

Eligible recipients will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title [§122(d)(13)(A)].

1. What is the date of the most recent annual college audit conducted by an independent CPA and the name of the firm? ((Date Calendar Selection Box and Text Box)
2. Describe all audit exceptions of the college's Federal Perkins Grant funds, If none, use N/A. (Text Box)
3. Are you requesting a monitoring/technical assistance visit in support of your Federal employee or relative of a district employee?
 - ☐ Yes
 - ☐ No

FINANCIAL BENEFIT:

None of the funds expended under this title will be used to acquire equipment (including computer software) for any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the college, the employees of the college or any affiliate[§122(d)(13)(B)].

1. Were items purchased with Federal Perkins funds from a vendor that employs a college employee or relative of a college employee?
 - ☐ Yes
 - ☐ No

2. If “YES” to above, provide explanation and corrective action plan to address deficiency. (Text Box)
3. Were items purchased with Federal Perkins funds from a vendor in which a district employee has a financial investment?
 - ☐ Yes
 - ☐ No
4. If “YES” to above, provide explanation and corrective action plan to address deficiency. (Text Box)

ENTERTAINMENT COSTS:

Costs of entertainment (including amusement, diversion and social activities) and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized by prior written approval of the ADE [2 CFR 200.438].

1. Did the college pay for any professional development or training activities which included separate, identifiable entertainment costs?
 - ☐ Yes
 - ☐ No
2. Were the entertainment costs charged to your Federal Perkins grant?
 - ☐ Yes
 - ☐ No

If “YES” to the above questions on entertainment cost, provide an explanation and the corrective action plan to address the deficiency. Remember, prior approval is necessary if the activity had a clear programmatic purpose. (Text Box)

CAPITAL EQUIPMENT INVENTORY:

Equipment with a unit cost equal to or greater than \$5000 must be listed on the college’s capital assets listing (a college may select a lower cost amount at which items must be listed) [2 CFR 200.438].

1. Does the college have established procedures for the purchase, identification and inventorying of capital equipment purchased with Federal Perkins funds?
 - ☐ Yes
 - ☐ No
2. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)
3. Based upon an approved project capital expenditure page, does equipment with a unit cost of \$5000 or more (purchased with Federal Perkins funds) appear on the college’s capital assets listing? Note: If the college guidelines stipulate an amount less than \$500, the capital assets listing should reflect the college guidelines.
 - ☐ Yes
 - ☐ No
4. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)
5. Does the district capital assets listing provide the:
 - a. Description of property
 - b. Serial/Identification number
 - c. Source of funding for the property
 - d. Title holder (if applicable)
 - e. Acquisition date
 - f. Purchase document number (purchase order, voucher, etc.)
 - g. Cost of the property
 - h. Location of the property
 - i. Use and condition of the property
 - j. Percentage of federal participation in an assets costs (for capital items with a unit cost of \$5,000 or mor purchased
 - k. Ultimate disposition information (date of disposal, sale price, etc...)
 - ☐ Yes
 - ☐ No
6. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

7. For equipment purchased with Federal Perkins funds, does the college conduct a physical inventory of property (and the results reconciled with the property records) at least once every two years.
- ☐ Yes
 - ☐ No
8. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)
9. Does the district maintain a stewardship list for items costing at least \$1,000 but less than \$5,000 (or college’s capitalization threshold if less than \$5000)?
- ☐ Yes
 - ☐ No
10. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)
11. Does the stewardship list include the item’s:
- a. Physical location
 - b. Identification number
 - c. Description of the Item
 - d. Acquisition Date
- ☐ Yes
 - ☐ No
12. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)
13. Computing devices costing less than \$5,000 are now considered a supply. Does the district have inventory management procedures designed to maintain effective control, safeguard these assets and ensure they are used for authorized purpose of the grant?
- ☐ Yes
 - ☐ No
14. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

SUPPLEMENT NOT SUPPLANT:

Funds made available under this title shall supplement, not supplant, non-Federal funds utilized to carry out career and technical education activities [§122(a)].

1. Did the Federal Perkins grant application request funds for career and technical education expenditures which were previously paid for by non-federal funds?
 - ☐ Yes
 - ☐ No
2. If “Yes” to above, provide an explanation (Text Box)
3. Did the college request the use of Federal Perkins funds to purchase textbooks?
 - ☐ Yes
 - ☐ No
4. If “Yes” to above, provide an explanation (Text Box)
5. Did the Federal Perkins grant application request additional funding for personnel expenses over and above the previous year’s grant?
 - ☐ Yes
 - ☐ No
6. If “Yes” to above, provide an explanation (Text Box)

TIME AND EFFORT

Charges to the Federal Perkins award for salaries and wages must be based on records that accurately reflect the work performed [2 CFR 200.43].

1. Are the charges to the Federal Perkins award for salaries and wages supported by a system of internal controls that provide reasonable assurance charges are accurate, allowable and properly allocated?
 - ☐ Yes
 - ☐ No
2. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

3. Do the records for salary and wage charges to the Federal Perkins award comply with the established accounting policies and practices of the college?
 - ☐ Yes
 - ☐ No
4. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)
5. Are charges to the Federal Perkins award for salaries and wages incorporated into the official records of the college.
 - ☐ Yes
 - ☐ No
6. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)
7. Do the records for salary and wage charges reasonably reflect the total activity (both federally assisted and all other activities) for which an employee is compensated (not to exceed 100%)?
 - ☐ Yes
 - ☐ No
8. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)
9. Do the records for salary and wages charges support the distribution of an employee’s salary or wages among specific activities or cost objectives?
 - ☐ Yes
 - ☐ No
10. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

PROCUREMENT STANDARDS

1. The recipient is in compliance with the revised procurement standards as outlined in the Uniform Grant Guidance [§200.317 through §200.326]?
 - ☐ Yes
 - ☐ No
2. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

Postsecondary Occupational Programs:

List all of the occupational program(s) in alphabetical order, by college, which will be assisted with Perkins funds. (Text boxes – Program Title, Location, CIP Code)

NARRATIVES:

Evaluation and Accountability

Each entity receiving funding shall develop and implement evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the comprehensive needs assessment and provide required local data to ADE [§135(b)(6)].

As a result of the Local Needs Assessment (or review of progress in the off year) provide a written summary of the results your analysis for evaluation and accountability criterion. Please include all the major areas of focus resulting from your review which will be addressed during the grant period.

Please indicate the completion date of the most recent Local Needs Assessment. (Date Calendar Selection Box)

As a result of the Local Needs Assessment (or review of progress in the off year), provide a written summary of the results of your analysis for evaluation and accountability criterion. Please include all the major areas of focus resulting from your review which will be addressed during this grant period. Results must also include the identification of program access gaps or gaps in performance for special population students. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

- 1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)
- 2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

- 1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)
- 2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Career Exploration/Career Development Activities

Each entity receiving funding shall provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study [§135(b)(1)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of the **career exploration and/or career development activities** you will engage in this year in order to aid students in making informed plans/decisions regarding future education, career opportunities and programs of study. (Text Box)

Measurable Objective One (Required)

- 1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Professional Development

Each entity receiving Perkins funding will provide career and technical education professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals [§135(b)(2)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of how specifically you will provide or support professional development opportunities focused on embedding professional skills and academic content into career and technical education programs/courses. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Skill Development

Each entity receiving Perkins shall provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations [§135(b)(3)]. A program/program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging standards, addresses both academic and technical knowledge and skills, is aligned with the needs of industry, progresses in specificity, has multiple entry and exit points and culminates in the attainment of a recognized postsecondary credential [§3(41)(A-F)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide an explanation of how the career and technical education programs offered to students will ensure they **have the skills necessary** to pursue careers in high-skill, high wage or in-demand industry sectors or occupations. Please provide a detailed summary of CLNA analysis for skill development criterion. (Text Box)

Please provide a description of the steps you will take to inform/recruit all students including special population students into career and technical education programs (special populations include all the following categories: individuals with disabilities, from economically disadvantaged families, nontraditional students, single parents, out-of-workforce individuals, English learners, homeless students as defined by McKinney-Vento Homeless Assistance Act, youth who are in or aged out of foster care and youth with military parents on active duty)[§134(b)(2)]. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Academic Integration

Each entity receiving Perkins funding shall support the integration of academic skills into career and technical education programs/programs of study to support students in meeting the challenging State secondary academic standards adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 or as participants at the postsecondary level in achieving academic skills [§135(b)(4)].

Based on the results of your Local Needs Assessment (or review of progress in the off year) how will you improve the academic and technical skills of students through the **integration** of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure that learning in the subjects constitutes a well-rounded education [§134(b)(4)]? Please provide a detailed summary of CLNA analysis for Academic Integration Criterion. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Increase Student Achievement

Each entity receiving Perkins funding will plan and carry out elements that support the implementation of career and technical education programs/programs of study that result in increased student achievement [§135(b)(5)(A-T)]. A program/program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging standards, addresses both academic and technical knowledge and skills, is aligned with the needs of industry, progresses in specificity, has multiple entry and exit points and culminates in the attainment of a recognized postsecondary credential [§3(41)(A-F)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of how you will utilize Perkins funds to **plan and carry out elements that support implementation** of career and technical education programs/programs of study that result in increased student achievement. (Text Box)

Provide a description of how you will ensure that members of special populations are not discriminated against based on their status as members of special populations.
[§134(b)(5)]. (Text Box)

If available, how will students participating in career and technical education programs be offered the opportunity to gain post-secondary credit while still attending high school, such as dual or concurrent enrollment programs [§135(b)(7)].? (Text Box)

How will it go about supporting career and technical education student achievement by promoting access to industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential [§135(b)(5)(F)].? (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Appendix M: Local Postsecondary Grant Questions

Post-Secondary Application Questions

Please provide a short description of your project in one to two paragraphs: (Text Box)

General Education Provisions Act (GEPA)

OMB Control Number 1894-0005

Expiration 2/28/2026

GEPA Section 427 Requirements

Equity for students, educators, and other program beneficiaries

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

To address this provision and receive funding, LEAs must provide responses to the following:

5. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity. *Applicants are not required to have mission statements or policies that align with equity in order to submit an application. (Text Box)*
6. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity including but not limited to barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, homeless status or housing insecurity, pregnancy, parenting or caregiving status, and sexual orientation. (Text Box)
7. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity? (Text Box)
8. What is your timeline, including targeted milestones, for addressing these identified barriers? (Text Box)

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information.

The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.

Assurances:

The community college district provides assurances to the Arizona Department of Education that it has read, understands and will abide by the requirements of the Strengthening CTE for the 21st Century Act of 2018.

Program Assurances
*The college agrees to the following Program Assurances: <ul style="list-style-type: none"> ○ Yes ○ No
7) Eligible recipients will annually evaluate their Career and Technical Education Programs to assess progress or all students, including special populations, in meeting Arizona's core indicators of performance [§123(b)(1)]. Special populations are defined as "...individuals with disabilities, individuals from economically disadvantages families, nontraditional students, single parents, out of workforce individuals, English learners, homeless students, youth in foster care or who have aged out and youth with a parent on active military duty.
8) Individuals who are members of special populations will be provided equal access to the full range of CTE activities and programs available to individuals who are not members of special populations and will not be discriminated against on the basis of their status as members of special populations [§122(c)(2)].
9) Individuals who are members of special populations and are identified as needing appropriate supplemental support services, strategies, and activities will receive services to enable those individuals to meet or exceed state adjusted levels of

performance and to prepare them for further learning and high skill, high wage, or high demand careers [§122(c)(2)].
10) Eligible recipients will assure provision of a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education and provide services and activities that are of sufficient size, scope, and quality to be effective [§135(b)].
11) Eligible recipients will assure the provision of career exploration and career development activities through an organized, systematic framework designed to aid students (including in the middle grades) before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education, career opportunities, and programs of study [§135(b)(1)].
12) The college agrees to submit, on a timely basis, periodic reports of progress as part of participating in the Federal Postsecondary Perkins Grant.

Fiscal Assurances
*The college agrees to the following Fiscal Assurances: <ul style="list-style-type: none"> ○ Yes ○ No
8) Eligible recipients will comply with all requirements of this title and State Plan, including the provision of a financial audit of funds received under this title [§122(d)(13)(A) and 2 CFR 200.504].
9) The recipient assures compliance with Arizona Department of Education CTE Equipment Guidelines. None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate. [§122(d)(13)(B)]
10) Eligible recipients agree to maintain financial records, supporting documents and all other records pertinent to this title for three years from the date of the approved Completion Report. If any litigation, claim or audit is started before the expiration of the three year period, the records must be maintained until resolved and final action taken [2 CFR 200.333].
11) Eligible recipients will assure that funds made available under this title shall supplement, not supplant, non-Federal funds utilized to carry out career and technical education activities [§211(a)].
12) Eligible recipients assure that no funds under this title will be used to support the costs of entertainment (including amusement, diversion, and social activities) and associated costs except where specific costs (that might otherwise be considered

entertainment) have a programmatic purpose and are authorized by prior written approval from the ADE [2 CFR 200.438].
13) Eligible recipients confirm that changes to this title will only occur during the period of performance and after the ADE designates an application “substantially approvable” [34 CFR 76.703 and 2 CFR 200.309].
14) Eligible recipients confirm that changes made to this title for salaries and wages are based on records that accurately reflect the work performed [2 CFR 200.430(i)].

Accountability Assurances
*The college agrees to the following Accountability Assurances:
<ul style="list-style-type: none"> ○ Yes ○ No
5. Eligible recipients will provide the ADE with data that is complete, accurate and reliable as a part of the required data collection activities. [§113(b)(3)(C)].
6. Eligible recipients will develop an Improvement Plan if at least 90% of the State Determined Levels of Performance (SDLP) is not met [§122(b)]. Improvement plans will be submitted through the grant application for review and approval by the assigned Grant Program Specialist
7. The college will submit periodic progress reports as part of the Federal Perkins Grant reporting requirements. ADE will conduct site visits to review the progress being made towards reaching the grant objectives and the State Determined Levels of Performance.
8. The college will make a good faith effort to effect remediation of the identified deficiencies (improvement objectives) and submit accurate data reports on a timely basis or risk interruption or possible loss of all CTE funding.

Federal Perkins Requirements:

The college agrees to comply with the following Federal Perkins requirements:

- Yes
- No

These are the Career and Technical Education Federal Perkins Requirements to be regularly reviewed, addressed, and met throughout the project period. Read these requirements and select College agrees.

The Community College hereby assures to the Arizona Department of Education that it will comply with the Federal Perkins Requirements listed below:

LOCAL PLAN FOR CTE

The community college will conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application. The comprehensive needs assessment must be completed not less than once every two years [§134(c)(1)(A-B)]. Provide a coherent sequence of instruction in career and technical education programs. Provide a list of all CTE programs and related courses offered in the coherent sequence of instruction to deliver all state designated standards. Please also see Grants Management Resource Library for §134 Local Application for Career and Technical Education Programs.

PERFORMANCE LEVELS

Carry out career and technical education programs to meet the State Determined Levels of Performance (SDLP) [§122(b) and §113(b)]. Develop a means to analyze and review CTE programs, including assessments of how the needs of special populations are being met [§134(b)(5) and §134(b)(9)].

SKILL ATTAINMENT

Provide within the career and technical education programs the skills necessary to pursue careers in high skill, high wage or in-demand industry sectors or occupations [§135(b)(3)]. Support integration of academic skills into career and technical education programs and programs of study to support participants at the secondary school level in meeting the challenging State academic standards adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and support participants at the postsecondary level in achieving academic skills [§135(b)(4)].

PROGRAM IMPROVEMENT

Each eligible agency shall evaluate, using the local levels of performance described in §134(b)(4), the career and technical education activities being supported through the receipt of funding. The eligible recipient shall develop and implement a program improvement plan that includes an evaluation of the performance disparities or gaps identified under §113(3)(C)(ii)(II) and action that will be taken to address such gaps.

INVOLVE STAKEHOLDERS

In conducting the comprehensive local needs assessment and developing the local application, an eligible recipient shall involve a diverse body of stakeholders [§134(d)].

ASSESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS

Eligible recipients will provide activities that prepare special populations for high skill, high wage, or in demand industry sectors or occupations that will lead to self-sufficiency, prepare participants for nontraditional fields, provide equal access for special populations to career and technical education and ensure that members will not be discriminated against on the basis of their status as members of special populations [§134(b)(5)]. Special populations include all of the following: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for nontraditional fields, single parents, out-of-workforce individuals, English learners, homeless individuals, youth in foster care or who have aged out of foster care and students with active-duty military parent(s) [§135(b)(5)].

NONTRADITIONAL TRAINING

Eligible recipients will prepare career and technical education participants for Nontraditional fields of work. Nontraditional fields are occupations or fields of work which individuals from one gender comprise less than 25% of the workforce population [§135(b)(5)(B)].

PROFESSIONAL DEVELOPMENT

Eligible recipients will provide professional development related to the provision of career and technical education services for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors or paraprofessionals [§135(b)(2)].

ARTICULATION

Plan and carry out elements that support the implementation of career and technical education programs and programs of study that result in increasing student achievement [§134(b)(5)].

CAREER GUIDANCE

Provide career exploration and career development activities through an organized systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study [§134(b)(1)].

FACULTY RECRUITMENT AND RETENTION

Eligible recipients will coordinate with institutions of higher education to support the recruitment, preparation, retention and training, including professional development, of teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals who meet applicable State certifications and licensure requirements, including individuals from groups underrepresented in the teaching profession. [§134(b)(8)].

Desk Monitoring – Fiscal Assurances

By responding to these questions, the college is providing evidence to the Arizona Department of Education regarding their compliance with the fiscal requirements of the Strengthening Career and Technical Education for the 21st Century Act. In reference to the most recent grant application, please respond to the following questions.

FINANCIAL AUDIT:

Eligible recipients will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title [§122(d)(13)(A)].

4. What is the date of the most recent annual college audit conducted by an independent CPA and the name of the firm? ((Date Calendar Selection Box and Text Box)
5. Describe all audit exceptions of the college's Federal Perkins Grant funds, If none, use N/A. (Text Box)
6. Are you requesting a monitoring/technical assistance visit in support of your Federal employee or relative of a district employee?
 - ☐ Yes
 - ☐ No

FINANCIAL BENEFIT:

None of the funds expended under this title will be used to acquire equipment (including computer software) for any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the college, the employees of the college or any affiliate[§122(d)(13)(B)].

5. Were items purchased with Federal Perkins funds from a vendor that employs a college employee or relative of a college employee?
 - ☐ Yes
 - ☐ No

6. If “YES” to above, provide explanation and corrective action plan to address deficiency. (Text Box)
7. Were items purchased with Federal Perkins funds from a vendor in which a district employee has a financial investment?
 - ☐ Yes
 - ☐ No
8. If “YES” to above, provide explanation and corrective action plan to address deficiency. (Text Box)

ENTERTAINMENT COSTS:

Costs of entertainment (including amusement, diversion and social activities) and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized by prior written approval of the ADE [2 CFR 200.438].

3. Did the college pay for any professional development or training activities which included separate, identifiable entertainment costs?
 - ☐ Yes
 - ☐ No
4. Were the entertainment costs charged to your Federal Perkins grant?
 - ☐ Yes
 - ☐ No

If “YES” to the above questions on entertainment cost, provide an explanation and the corrective action plan to address the deficiency. Remember, prior approval is necessary if the activity had a clear programmatic purpose. (Text Box)

CAPITAL EQUIPMENT INVENTORY:

Equipment with a unit cost equal to or greater than \$5000 must be listed on the college’s capital assets listing (a college may select a lower cost amount at which items must be listed) [2 CFR 200.438].

15. Does the college have established procedures for the purchase, identification and inventorying of capital equipment purchased with Federal Perkins funds?
- ☐ Yes
 - ☐ No
16. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)
17. Based upon an approved project capital expenditure page, does equipment with a unit cost of \$5000 or more (purchased with Federal Perkins funds) appear on the college’s capital assets listing? Note: If the college guidelines stipulate an amount less than \$500, the capital assets listing should reflect the college guidelines.
- ☐ Yes
 - ☐ No
18. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)
19. Does the district capital assets listing provide the:
- a. Description of property
 - b. Serial/Identification number
 - c. Source of funding for the property
 - d. Title holder (if applicable)
 - e. Acquisition date
 - f. Purchase document number (purchase order, voucher, etc.)
 - g. Cost of the property
 - h. Location of the property
 - i. Use and condition of the property
 - j. Percentage of federal participation in an asset’s costs (for capital items with a unit cost of \$5,000 or mor purchased
 - k. Ultimate disposition information (date of disposal, sale price, etc...)
- ☐ Yes
 - ☐ No
20. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

21. For equipment purchased with Federal Perkins funds, does the college conduct a physical inventory of property (and the results reconciled with the property records) at least once every two years.

- ☐ Yes
- ☐ No

22. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

23. Does the district maintain a stewardship list for items costing at least \$1,000 but less than \$5,000 (or college’s capitalization threshold if less than \$5000)?

- ☐ Yes
- ☐ No

24. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

25. Does the stewardship list include the item’s:

- a. Physical location
- b. Identification number
- c. Description of the Item
- d. Acquisition Date

- ☐ Yes
- ☐ No

26. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

27. Computing devices costing less than \$5,000 are now considered a supply. Does the district have inventory management procedures designed to maintain effective control, safeguard these assets and ensure they are used for authorized purpose of the grant?

- ☐ Yes
- ☐ No

28. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

SUPPLEMENT NOT SUPPLANT:

Funds made available under this title shall supplement, not supplant, non-Federal funds utilized to carry out career and technical education activities [§122(a)].

6. Did the Federal Perkins grant application request funds for career and technical education expenditures which were previously paid for by non-federal funds?
 - ☐ Yes
 - ☐ No
7. If “Yes” to above, provide an explanation (Text Box)
8. Did the college request the use of Federal Perkins funds to purchase textbooks?
 - ☐ Yes
 - ☐ No
9. If “Yes” to above, provide an explanation (Text Box)
10. Did the Federal Perkins grant application request additional funding for personnel expenses over and above the previous year’s grant?
 - ☐ Yes
 - ☐ No
6. If “Yes” to above, provide an explanation (Text Box)

TIME AND EFFORT

Charges to the Federal Perkins award for salaries and wages must be based on records that accurately reflect the work performed [2 CFR 200.43].

11. Are the charges to the Federal Perkins award for salaries and wages supported by a system of internal controls that provide reasonable assurance charges are accurate, allowable and properly allocated?
 - ☐ Yes
 - ☐ No
12. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

13. Do the records for salary and wage charges to the Federal Perkins award comply with the established accounting policies and practices of the college?

- ☐ Yes
- ☐ No

14. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

15. Are charges to the Federal Perkins award for salaries and wages incorporated into the official records of the college.

- ☐ Yes
- ☐ No

16. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

17. Do the records for salary and wage charges reasonably reflect the total activity (both federally assisted and all other activities) for which an employee is compensated (not to exceed 100%)?

- ☐ Yes
- ☐ No

18. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

19. Do the records for salary and wages charges support the distribution of an employee’s salary or wages among specific activities or cost objectives?

- ☐ Yes
- ☐ No

20. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

PROCUREMENT STANDARDS

3. The recipient is in compliance with the revised procurement standards as outlined in the Uniform Grant Guidance [§200.317 through §200.326]?

- ☐ Yes
- ☐ No

4. If “No” to above, provide a corrective action plan to address deficiency. (Text Box)

Postsecondary Occupational Programs:

List all of the occupational program(s) in alphabetical order, by college, which will be assisted with Perkins funds. (Text boxes – Program Title, Location, CIP Code)

NARRATIVES:

Evaluation and Accountability

Each entity receiving funding shall develop and implement evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the comprehensive local needs assessment and provide required local data to ADE [§135(b)(6)].

As a result of the Local Needs Assessment (or review of progress in the off year) provide a written summary of the results your analysis for evaluation and accountability criterion. Please include all the major areas of focus resulting from your review which will be addressed during the grant period.

Please indicate the completion date of the most recent Local Needs Assessment. (Date Calendar Selection Box)

As a result of the Local Needs Assessment (or review of progress in the off year), provide a written summary of the results of your analysis for evaluation and accountability criterion. Please include all the major areas of focus resulting from your review which will be addressed during this grant period. Results must also include the identification of program access gaps or gaps in performance for special population students. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

- 1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)
- 2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

- 1) Provide a measurable objective describing how you will **implement an evaluation of the activities** carried out with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)
- 2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)
- 3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Career Exploration/Career Development Activities

Each entity receiving funding shall provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study [§135(b)(1)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of the **career exploration and/or career development activities** you will engage in this year in order to aid students in making informed plans/decisions regarding future education, career opportunities and programs of study. (Text Box)

Measurable Objective One (Required)

- 1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective related to the provision of career exploration and/or career development activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Professional Development

Each entity receiving Perkins funding will provide career and technical education professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals [§135(b)(2)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of how specifically you will provide or support professional development opportunities focused on embedding professional skills and academic content into career and technical education programs/courses. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Skill Development

Each entity receiving Perkins shall provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations [§135(b)(3)]. A program/program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging standards, addresses both academic and technical knowledge and skills, is aligned with the needs of industry, progresses in specificity, has multiple entry and exit points and culminates in the attainment of a recognized postsecondary credential [§3(41)(A-F)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide an explanation of how the career and technical education programs offered to students will ensure they **have the skills necessary** to pursue careers in high-skill, high wage or in-demand industry sectors or occupations. Please provide a detailed summary of CLNA analysis for skill development criterion. (Text Box)

Please provide a description of the steps you will take to inform/recruit all students including special population students into career and technical education programs (special populations include all the following categories: individuals with disabilities, from economically disadvantaged families, nontraditional students, single parents, out-of-workforce individuals, English learners, homeless students as defined by McKinney-Vento Homeless Assistance Act, youth who are in or aged out of foster care and youth with military parents on active duty)[§134(b)(2)]. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective describing how you will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in demand industry sectors or occupations for all participating students. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Academic Integration

Each entity receiving Perkins funding shall support the integration of academic skills into career and technical education programs/programs of study to support students in meeting the challenging State secondary academic standards adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 or as participants at the postsecondary level in achieving academic skills [§135(b)(4)].

Based on the results of your Local Needs Assessment (or review of progress in the off year) how will you improve the academic and technical skills of students through the **integration** of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure that learning in the subjects constitutes a well-rounded education [§134(b)(4)]? Please provide a detailed summary of CLNA analysis for Academic Integration Criterion. (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

1) Provide a measurable objective describing how you will support the integration of academic skills into career and technical education programs/programs of study this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Increase Student Achievement

Each entity receiving Perkins funding will plan and carry out elements that support the implementation of career and technical education programs/programs of study that result in increased student achievement [§135(b)(5)(A-T)]. A program/program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging standards, addresses both academic and technical knowledge and skills, is aligned with the needs of industry, progresses in specificity, has multiple entry and exit points and culminates in the attainment of a recognized postsecondary credential [§3(41)(A-F)].

As a result of your Local Needs Assessment (or review of progress in the off year), please provide a description of how you will utilize Perkins funds to **plan and carry out elements that support implementation** of career and technical education programs/programs of study that result in increased student achievement. (Text Box)

Provide a description of how you will ensure that members of special populations are not discriminated against based on their status as members of special populations.
[§134(b)(5)]. (Text Box)

If available, how will students participating in career and technical education programs be offered the opportunity to gain post-secondary credit while still attending high school, such as dual or concurrent enrollment programs [§135(b)(7)].? (Text Box)

How will go about supporting career and technical education student achievement by promoting access to industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential [§135(b)(5)(F)].? (Text Box)

Measurable Objective One (Required)

1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Two (Optional)

1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)

Measurable Objective Three (Optional)

1) Provide a measurable objective focused on successful implementation of career and technical education programs/programs of study in support of increased student achievement. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely. (Text Box)

2) Provide a justification for your choice of objective and how it will address your identified need. (Text Box)

3) Progress Summary/Final Narrative: Provide a summary of the progress made on this objective during the grant period. Due: June 30th (Text Box)



GUIDANCE ON CAREER AND TECHNICAL EDUCATION TEACHER CERTIFICATION

Approved by the State Board of Education on February 26, 2018

Introduction

The State Board of Education has adopted rules regarding the certification of individuals as career and technical education teachers. The relevant provisions can be found in R7- 2-612 and R7-2-612.01 Career and Technical Education Teaching Certificates. Rules are posted on the State Board of Education website at <https://azsbe.az.gov/rules>

Pathways to CTE Teacher Certification

Under current Board rules, numerous pathways are recognized for CTE teacher certification as highlighted below:

Standard Career and Technical Education (CTE) Certificates R7-2-612 A valid fingerprint clearance card issued by the Arizona Department of Public Safety. AND			
Option A	Option B	Option C	Option D
(1) A bachelor's or more advanced degree in the specified CTE field of study from an accredited institution. (2) Thirty semester hours of courses in the specified CTE field of study. (3) Two hundred forty clock hours of verified work experience in the specified CTE occupational area. Hours may have been accumulated before obtaining a certification.	(1) A valid Arizona provisional or standard teaching certificate for teachers in Birth through grade 12 (2) One year of the most recent teacher evaluation(s) exhibiting satisfactory performance in the classroom. (3) Three semester hours of courses in professional knowledge in career and technical education (4) Two hundred forty clock hours of verified work experience in the specified CTE occupational area. Hours may have been accumulated before obtaining a certification.	(1) Six thousand clock hours of verified work experience in an occupational area.	(1) A bachelor's or more advanced degree that included completion of a Board approved teacher preparation program in the CTE field of study or from an accredited institution offering substantially similar training (2) Two hundred forty clock hours of verified work experience in the specified occupational area.
ADDITIONAL REQUIREMENTS – AT TIME OF CERTIFICATION OR WITHIN THREE YEARS*			

1) Within three years, complete fifteen semester hours of courses in professional knowledge in career and technical education 2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment 3) U.S. and Arizona Constitution requirements	1) Within three years, complete nine semester hours of subject knowledge courses in the CTE field of study Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment 2) 3) U.S. and Arizona Constitution requirements	1) Within three years, complete fifteen semester hours of courses in professional knowledge in career and technical education 2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment 3) U.S. and Arizona Constitution requirements	1) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment 2) U.S. and Arizona Constitution requirements
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Standard Specialized Career and Technical Education (CTE) Certificates

R7-2-612.01

A valid fingerprint clearance card issued by the Arizona Department of Public Safety. AND

Verification of five years of work experience in the specified CTE occupational area

AND

Demonstration of expertise in the specified CTE area through one of the following FIVE options:

Option One	Option Two	Option Three	Option Four	Option Five
A Bachelor's master's or doctoral degree in the specified CTE area	A Bachelor's or more advanced degree and completion of twenty-four semester hours of coursework in the specified CTE area;	An Associate's degree in the specified CTE area	An industry certification, license, or credential in the specified CTE area approved by the appropriate Department of Education	Verified teaching experience for the last two consecutive years, and for a total of at least three years at one or more accredited postsecondary institutions in a subject that is specific to the CTE course being taught

Professional Knowledge Coursework Requirements

Regarding additional professional knowledge coursework requirements, hours may be obtained prior to issuance of the standard career and technical education certificate in the specified CTE field of study. Fifteen clock hours equals one semester hour. Hours may also be obtained through Department or Board-CTE approved professional development. Courses in career and technical education professional knowledge include any of the following areas: principles/philosophy of career and technical education,

developmentally appropriate instructional delivery, facilitation and methodologies, instructional technology, instructional design and lesson planning, including modifications and accommodations, assessing, monitoring and reporting progress, the learning environment, including classroom management, teaching students with exceptionalities, or professional responsibility and ethical conduct.

Definitions

For purposes of this document, the following definitions apply:

1. “Agriculture” means agriculture, agriculture operations, and related sciences; natural resources and conservation; environmental design; landscape architecture; agricultural biological engineering; forest engineering, biological and biomedical sciences; parks, recreation and leisure facilities management; geological and earth sciences/geosciences; veterinary/animal health technician/veterinary assistant; environmental health; and veterinary medicine as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 01, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
2. “Business and Marketing” means computer and information sciences and support services; accounting and computer information services; business/commerce, general; business administration, management and operations; accounting; business operations support and assistant services; business/corporate communications; business/managerial economics; entrepreneurial and small business operations; finance and financial management services; hospitality administration/management; human resources management and services; international business; management information systems and services; management sciences and quantitative methods; marketing; real estate; taxation; insurance; general sales, merchandising and related marketing operations; specialized sales, merchandising and marketing operations; and business, management, marketing and related support services, other as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 52, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This

incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

3. "Career and Technical Education Field of Study" or "CTE Field of Study" means a field of study in any of the areas identified in subsections B(1), B(2), B(4), B(5), B(6) and B(7) relating to Agriculture, Business and Marketing, Family and Consumer Sciences, Health Careers, Industrial and Emerging Technologies or Education and Training.
4. "Education and Training" means all occupational areas of secondary education and teaching; junior high/intermediate/middle school education and teaching; elementary education and teaching; kindergarten/preschool education and teaching; early childhood education and teaching; adult education and teaching; and special education as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 13, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
5. "Family and Consumer Sciences" means culinary arts; kindergarten/preschool education and teaching; early childhood education and teaching; family and consumer sciences/human sciences; nutrition sciences; interior design; hospitality administration/management; fashion merchandising; fashion modeling; apparel and accessories marketing operations; tourism and travel services marketing operations; tourism promotion operations; and hospitality and recreation marketing operations as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 19, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona

Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

6. "Health Careers" means exercise physiology; kinesiology and exercise science; medical/clinical assistant; clinical/medical laboratory assistant; pharmacy technician/assistant; medical radiologic technology/science-radiation therapist; radiologic technology/science-radiographer; physician assistant; athletic training/trainer; clinical/medical laboratory technician; clinical laboratory science/medical technology/technologist; phlebotomy/phlebotomist; medicine; nursing/registered nurse; osteopathic medicine/osteopathy; pharmacy; physical therapy/therapist; and kinesiotherapy/kinesiotherapist as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 51, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
7. "Industrial and Emerging Technologies" means audiovisual communications technologies/technicians; graphic communications; cosmetology and personal grooming services; electrical engineering technologies/technicians; electromechanical instrumentation and maintenance technologies/technicians; environmental control technologies/technicians; industrial production technologies/technicians; quality control and safety technologies/technicians; mechanical engineering related technologies/technicians; mining and petroleum technologies/technicians; construction engineering technologies; engineering- related technologies; computer engineering technologies/technicians; drafting/design engineering technologies/technicians; security and protective services; mason/masonry; carpenters; electrical and power transmission installers; building/construction finishing, management and inspection; electrical/electronics maintenance and repair technology; heating, air conditioning, ventilation and refrigeration maintenance technology/technician; heavy/industrial equipment maintenance technologies; precision systems maintenance and repair technologies; vehicle maintenance and repair technologies; precision metal working; construction/heavy equipment/earthmoving equipment operation; design and visual communications, general; commercial and advertising art;

industrial design; commercial photography; and visual performing arts as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Codes 10, 12, 15, 41, 43, 46, 47, 48, 49, and 50, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

8. "Occupational Area" means employment in any of the areas identified in these definitions relating to Agriculture, Business and Marketing, Education and Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging Technologies.
9. "Professional Knowledge" means the art of teaching including the knowledge and skills necessary for instructional planning, delivery and evaluation in a career and technical education setting.
10. "Subject Knowledge" means the information, understanding and skills specific to the broad occupational area.
11. "Verified Work Experience" means work experience identified in the submission of a resume verified by a hiring superintendent or personnel director at the public school or the Department of Education which demonstrates knowledge or skill relevant to an approved CTE program occupational area relating to Agriculture, Business and Marketing, Education and Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging Technologies.

For Further Information

For further information on CTE Teacher Certification, please contact the ADE Certification Unit at certification@azed.gov or (602) 542-4367

Appendix O Department response to public comments

Responses to Public Comments on the Arizona State Plan for the Strengthening Career and Technical Education for the 21st Century (Perkins V)

Comments Related to the Elements of an Approved Program

Commenters expressed concern over the list of items considered for program approval and funding. First, commenters expressed concern that removal of the requirement to offer an applicable career and technical student organizations (CTSO) from the list of elements of an approved program diminishes the importance of and the state's investment in CTSOs. Commenters requested that CTSOs be added to the list of elements of what constitutes an approvable program. Second, commenters expressed concern that the requirement to meet all Perkins V performance measures is not appropriate in determining program approval or funding.

ADE Response: The Department appreciates the comments and has included CTSO's in the list of elements of an approved program. The following phrase has been added to the list: "Offers a Career and Technical Student Organization appropriate to the program that has been vetted through the NCC-CTSO and approved by the Arizona Department of Education Career and Technical Education unit."

The line "Meets all performance measures" has been removed from the list of items considered for program approval and funding. The phrase "Once established, program meets the Perkins V state definition of size, scope, and quality" has been added to the list of items considered for Perkins V eligibility.

Comments Related to the Secondary/Postsecondary Funding Proportion

Commenters expressed concern over the proportion of funding between secondary and postsecondary. Under the previous Perkins State Plan, secondary recipients receive 82% of funding and postsecondary recipients receive 18% of funding. A majority of comments related to the proportion between secondary and postsecondary requested to keep the current 82%/18% while some commenters requested to increase postsecondary recipients' share of assistance funding. Support for keeping the current proportion revolved around how decreased funding will harm rural districts and how increased demands on CTE programs requires additional funding. Support for increasing postsecondary recipients' share of assistance funding revolved around how colleges offer dual enrollment programs to high school students, how community colleges are unable to meet growing industry demands with their current Perkins funding, and how Arizona's postsecondary share is among the lowest in the nation. Several comments proposed postsecondary funding increases to 25% - 30% of the total assistance funding (currently 18%).

ADE Response: The Department appreciates the comments, but no changes have been made. The ADE believes that reducing funding to small and/or rural secondary school districts will

significantly harm those districts' ability to offer quality CTE programs and that the proposed increase in funding to postsecondary institutions will not adequately offset the negative impact on secondary schools. The Department calculated secondary and postsecondary allocations at the current proportion, at a 80%/20% proportion, and at a 75%/25% proportion and found that many of the negatively impacted secondary school districts were rural and already had small allocations whereas most increased funding at the postsecondary level would go to one metropolitan recipient. Additionally, portions of secondary CTE funding indirectly flow into postsecondary in the form of tuition for dual and concurrently enrolled students. Many secondary students take CTE courses offered at community colleges, and their tuition is paid by a secondary school district; secondary districts cannot charge student tuition.

Many commenters believed that secondary recipients do not spend "on average" seven percent of funding and that any unspent funding is reverted to the state or to the federal government. To clarify this misconception, the seven percent of the originally allocated funds were based on a single fiscal year and with a significant amount from a single entity that ADE staff has since met with to identify their issues in spending their funding.

Any assistance funding not spent in the year in which they are allocated are not reverted to the federal government but are reallocated in the following fiscal year to all secondary recipients in the same proportion as their original allocation. A similar methodology is implemented for postsecondary recipients that do not spend all of their original allocations.

Many commenters expressed concern that Arizona's postsecondary share of Perkins funding is among the lowest in the nation. States vary greatly in administering the Federal Perkins grant, in the number of school districts and postsecondary institutions that receive an allocation, in the demographics of their populations, etc. and an equitable state-to-state comparison for funding is not viable.

Comments Related to the State Determined Levels of Performance (SDLP) and Performance Indicators

Commenters expressed concern that the state determined levels of performance (SDLP) for the academic indicators (2S1, 2S2, and 2S3) are set too high and will be difficult to achieve. Commenters also expressed concern that the SDLP for the Placement indicator is set too high and will be difficult to achieve. Commenters also expressed concern over the change in denominator for the industry credential and technical skills assessment indicators (5S1, 5S4) to include all CTE concentrator graduates will make the SDLP too challenging to achieve. Additionally, commenters expressed concern that schools will be harmed by the change since industry credential exams are optional for students and that some students who will not perform well on the technical skills assessment will be included in the denominator.

ADE Response:

The Department appreciates the comments and notes that SDLP were set using the requirements outlined in Perkins. It should be noted that grant recipients need only to meet ninety percent of the state determined levels of performance to be considered meeting the performance measure; only those that do not meet the 90% threshold are required to submit a performance measure improvement plan.

The SDLP for the academic indicators were set to align to the state's Every Student Succeeds Act (ESSA) performance target for reading and mathematics and were lowered to match the updated ESSA targets after a December 2023 ESSA State Plan amendment. ADE explored alternative methods to setting the SDLP for the reading and math measures, such as annual growth of 5%, however, these methods yielded more challenging targets by 2027. Setting growth at a lower percentage year over year yielded less challenging performance targets, but when applying the 90% threshold "safety net", ADE believes that the annual growth is attainable. For example, the 2027 SDLP for 2S1 Reading is 53%, 90% of which is 47.7% - a 1.34 percentage point increase over 4 years. It should also be noted that the four-year SDLP is similar to CTE concentrator's pre-COVID-19 performance in reading and math. ADE also believes that the SDLP for both the reading and math measures should be set using the same methodology.

Commenters expressed concern about holding CTE students to the state's ESSA targets when the state overall is not meeting the measures. ADE believes that CTE students should not be held to a lower standard than all other students and would like to note that CTE concentrators perform at a significantly higher rate in both reading and math when compared to the statewide performance: CTE concentrators perform 6 percentage points higher in both reading and math when compared to the statewide performance.

The SDLP for the Placement indicator was set to the minimum allowable by Perkins as SDLP must be higher than the average of the last two years of actual performance data. ADE/CTE will provide technical support in data collection with regards to placement data to help the Local Education Agency meet this target.

The denominator for the industry credential indicator (5S1) will be updated to include all graduating CTE concentrators rather than only those graduating CTE concentrators that took an industry credential exam. The reason for this change is to better measure how many high school students graduate with an industry credential, which is a requirement of Perkins. The Department would like to note that the SDLP has dropped significantly to accommodate the shift in measurement and that the change reflects the state's priority that CTE concentrators graduate with an industry credential. ADE would like to clarify that the change to this measure does not indicate that all CTE students must take an industry credential exam, especially since these exams usually come at a cost and not all costs are equal across programs. The primary intent of this change is to better align to the text of the Perkins Act which requires ADE to track and report on the "percentage of CTE concentrators graduating from high school having earned an [industry credential]. Credential attainment is a priority nationally and in Arizona and is

widely considered to be one of the best ways to show a student's preparedness to enter the workforce. By changing the measure, Arizona is indicating that it is placing a priority on credential attainment, but with an attainable goal by setting the SDLP at only 40% in four years.

The denominator for the technical skills assessment will be updated to include all graduating CTE concentrators rather than only those graduating CTE concentrators that took a technical skills assessment. The reason for this change is to better measure how many students graduate from high school having passed a TSA for their program and to ensure that the TSA is offered to all students instead of only those that are most likely to pass the exam. Historical data shows low TSA participation rates in some districts. With this change to the measure, districts that were already testing all students would not be significantly impacted while districts that were not testing all students would be encouraged to provide every student the opportunity to test to meet the performance measure. The SDLP was set at 75% in four years since Arizona's current pass rate hovers around 76% and is expected to remain somewhat consistent as more students test – the pass rate has remained consistent although more students test each year.

Comments Related to the Requirement that Postsecondary Recipients be Approved by the Higher Learning Commission

One comment expressed concern over the requirement that postsecondary subrecipients provide documentation that the program is approved by the Higher Learning Commission. The commenters stated that the HLC is a regional accreditor and that the state plan should allow for postsecondary institutions accredited by a regional or national accreditor since the difference between the two types of accreditors is minimal and that Arizona statute allows certain entities to offer postsecondary associate degree programs with national accreditation.

ADE Response: The Department appreciates the comments, but no change has been made. The US Department of Education has removed the distinction between "regional" and "national" accreditors and the Higher Learning Commission (HLC) is a recognized "institutional accreditor" with the authority to accredit postsecondary institutions nationally. The ADE believes that the higher requirements established by the Higher Learning Commission will ensure that postsecondary CTE programs are taught by the most qualified instructors and that HLC accreditation aligns with Arizona's universities' accreditation.

Comments Related to Programs with Three Required Courses in the Course Sequence

Several comments expressed concern over three-credit programs. Most programs on the Approved Program List consist of two required courses with a minimum of one credit in each, but several programs consist of three required courses with a minimum of one credit in each. The three-course programs are longer due to the nature of the programs' standards – the stakeholder groups that defined the programs' standards felt as though two years/courses was not adequate to teach all program standards.

ADE Response: The Department will review three-year programs to determine which programs may be reduced to two years. Priority consideration will be given to programs that are not aligned to nationally recognized standards.

Comments Related to Special Populations

Several comments expressed concern over the plan's strategies for addressing access and achievement for special populations.

ADE Response: ADE agrees that additional explanation is needed in the plan and has added a section on compiling evidence-based strategies for addressing special populations. These strategies will be shared with CTE practitioners via professional development opportunities and posted on the ADE website. ADE would like to note that there is no significant gap in access to quality CTE programs for special populations as evidenced by the nearly equivalent rates of enrollment for such populations. There is a gap in the achievement of special populations once enrolled in CTE programs, and ADE will create and disseminate guidance on best practices for closing the achievement gap. ADE will also explore alternative methods for measuring student achievement.

It should be noted that the term "Special Populations" is defined in the Perkins Act and includes students with a disability, students from economically disadvantaged families, students preparing for nontraditional fields, students in foster care, English language learners, single parents, students with parents in active military duty, and migrant students.

Appendix P Summary of stakeholder survey responses

What challenges most often prevent the populations or student groups you serve from accessing CTE programming?	
Foundational academic deficits	24
Proximity to a relevant program	32
Transportation availability	24
Industry support (rural school)	1
scheduling conflicts	1
Eligibility requirements	3
Parental resistance	9
Scheduling conflicts- small rural school with very limited options.	1
Language barriers	5
Access to affordable childcare	1
Lack of class offerings based on lack of equipment	1
Awareness of CTE	1
Cost and child care	1
Counselors and site leadership lack of knowledge and understanding	1
Lack of awareness about available programs	1
Lack awareness of CTE programs	1
Lack of funding post-secondary	1
Availability of opportunities	1
School administrators who do not support CTE.	1
Admin of other school sites	1
Migratory patterns of seasonal agricultural workers (interruptions/relocations during the school year)	1
Other electives offered that compete for students	1

When a learner is not successful, what challenge most likely contributed to the lack of success?	
Inadequate individual effort	27
Transportation to classes	11
Attendance	23
Inadequate personal motivation	21
Foundational academic deficits	9
Poor personal study/time management protocols	11
Lack of parental involvement	7
Ability to participate in a CTSO	5
Lack of relevance	1
Inadequate academic support, e.g. tutoring	4
Language barriers	3
moving to multiple foster care placements	1
Lack of opportunities available	1
Arizona high schools do not hold students accountable for academic performance in all areas. Credit recovery has made Arizona High School Diplomas a sham.	1
Access to affordable childcare	1
Migratory patterns of seasonal agricultural workers (interruptions/relocations during the school year)	1
A lack of clear relivant outcomes.	1
Inconvenient class times	1

How could CTE programs better communicate appropriate value propositions to encourage student participation?
promotional materials that are student friendly explaining the benefits, options and opportunities.
More outreach events to our service area
Continue to support that CTE is college prep
That they create career pathways.
"Appropriate value propositions"? What is that? Provide up to date, meaningful labor market data to all districts.
Immediate ROI. Students need to see the here and now benefits of participating in CTE. They need immediate results to see the value.
School counselors and teacher/program promotion
Focus on the hands-on experiences Communicate to students what is fun about their program Connect what is happening in their CTE program with students future career goals
Need a clearer promotion of what CTE is and the type of experiences students can expect in their programs. We often promote a day in the life for careers to engage students in different pathways, but also need to highlight what the learning experience looks like as most students are concerned more with their "right now" than "when I graduate".
Have students visit the classroom while current students are working.
Showcase programs and completers. Connect them with placement options for college and career.
Give us up-to-date data regarding the benefits of CTE, then it's up to local districts to communicate.
More support from home.
Buy-in from guidance counselors and site leadership. It would help if CTE leadership had the support of district and site leadership.
By communicating the purpose of CTE as work force development vs. exploratory education.
Work with the student councils to have them share
Marketing of CTE by ADE and Training School Counselors on the benefits of CTE
Our CTE program in the Prescott does an excellent job of advocacy, educating students on programs available, and providing opportunities for students to get involved and signed up.
N/A
Making program information available to all students through online and print resources to high school students. Using tools that clearly link career opportunities to available programs. Here's an example: https://www.tfsresults.com/career-tree/
Emphasize the ability to earn industry credentials, hands-on experiences.
More industry engagement. Students and families need to hear from businesses that the CTE education is beneficial in the long run.
I am speaking from a business perspective. We as a business have a good relationship with Buckeye Union High School but there needs to be better partnerships between schools and businesses. Businesses need more walk-throughs to see the great CTE programs happening in their communities. Not all school districts are engaging with businesses. Id love to see better communication and partnerships. Potentially highlighting great partnerships between businesses and schools on Perkins

<p>website and training you give to schools would be good. Maybe having an award to highlight a business/school partnership. I tried to do a business walk through at a local high school in Wickenburg AZ and was told by the CTE director that only I could attend he only showed me the FFA program. I'm a business owner. I am busy and if I come to the school CTE directors should capitalize on it and show me every program they have. Businesses increased understanding brings in supporters of CTE from outside education. The RESEARCH reinforces the importance of CTE programs and businesses that partner with CTE is a strong ally to the program and its continued federal funding.</p> <p>Cathy Brown, Owner Paloma Ready Mix and Materials 602-228-8892</p>
I think many organizations already do a great job presenting the benefits of completing a "traditional" education and technical education concurrently. However, with special populations issues like language barriers make it difficult for students to do both.
Parents and families are the biggest influencers for students. Communicate with parents that CTE is not an either/or proposition related to post-secondary attainment.
CTE could highlight job outcomes, hands-on training, and in-demand skills via social media, events, and success stories. CTE could focus on clear, student-centered benefits.
CTE programs can better communicate their value propositions by highlighting career opportunities and real-world skills gained, and by showcasing success stories of alumni. Engaging with industry partners and utilizing multimedia can also effectively attract student interest.
Highlight employment opportunities
Provide outreach to the foster care points of contact at each LEA to funnel the information to students in foster care
Mentorships with professionals in the industry
Marketing efforts to include collaborations with companies. (i.e. Apprenticeships)
Industry Guest Speakers, Talk About Salaries and Income, and Mentorship Programs.
Great question! Let me know when you find a good way.
Offer more and talk to them more about the advantages.
Alignment with actual job opportunities
Support from school boards and educational leaders. Arizona educational leaders are more focused on promoting four year colleges and universities.
Have current, recent CTE grads make the infomercials
Continue to build partnerships with business needs to create the pipeline
Stress learning a skill.
include parents and students prior to school starting/registration
Seeing an immediate opportunity for them. More support and encouragement from mentors.
Statewide media campaigns that don't have any ulterior motives would be helpful. Consistent statewide materials that schools can use with data to support. Materials that can be used to help spread positive messages throughout the year.
Wages
Train school counselors better

Students are always the best advocates for CTE classes, and through work-based learning experiences, they can share their passion with members of the business community.
Start younger than high school!
Emphasize career outcomes and earning potential and focus on practical skills and real-world experience.
I think CTE does a great job providing a students the knowledge that these classes can lead to a good career and high paying positions.
N/A
It should start the process well before high school.
National campaign to remove the stigma of CTE as only for struggling learners and move the focus to the benefits for ALL students. Nobody wants to join something that is seen as made for "less-than students".
Allow students to see and participate in some type of CTE fair.
Social Media campaigns on platforms the young people use.
Put more information out that shows that highly paid and educated people do not all come from getting a college degree some people get the degree after the job. Or no degree at all. Communication in society is still to focused on college after high school.
I'm not sure what current communications look like that encourage student participation, but highlighting the values as you have outlined in the rating portion of this survey.
If we could have a CTE presentation to your staff across the districts. I'm not sure if they are currently working at the LEA level.
Parent group meetings and starting early with grade school students.
More open house type events to showcase and answer questions from students and families.
CTE should be a graduation requirement
CTE programs could create inclusive language that welcomes students with diverse abilities and skills and also that there are programs that are open to all.
CTE counselors should give better training to parents and students to help them understand the classes and the main purpose.
Identify potential interests and aptitude, make outcomes relevant.
Videos of each of their programs
through an educated counseling office
Partnering with employers

What challenges most often hinder the educational success of the populations or student groups you serve? If you feel that a limited availability of services is a challenge, please be specific about w
sometimes financial support for things not covered by the school like meals on trips.
Transportation to our campuses is the main challenge
Rigor of coursework
Lack of motivation
Lack of day care, need to work while attending school, unnecessary obstacles
Smaller schools face scheduling conflicts that require students to make choices that may limit access to CTE programs or the possibility to complete a program sequence. Also limited resources to properly guide students in creating strategic decisions about career preparation. Counselors do not have the time to commit to adequate one on one time with students.
Academic requirements
Poor or infrequent attendance
Our CTE program is new, so building labs and hand-on experiential experiences is challenging with relationship to funding.
Lack of student motivation and parents encouraging students to be successful.
Time in student schedule. Many students have full schedules with academic graduation requirements leaving no space for CTE courses until their senior year, and it is too late to concentrate.
Students are arriving to high school already with a deficit in their abilities. The administration then wants to reduce elective opportunities to have room to improve those deficits.
Home outreach
I am not sure.
socio-economic barriers as well as parent involvement.
Their own personal motivation
Access to programs due to school funding and attendance
Most of our students have low intrinsic motivation, a lack of parental support and are less focused on a career and more focused on immediate low paying jobs.
N/A
Transportation is a challenge in our remote location. Many school districts are unable to provide buses and leave the burden on the students. For those that do provide buses, it is only for part of the day.
For English learners and Exceptional ed students a mastering a CTE course in one year is difficult. Creating a pathway to offer the first semester for an entire year will help them gain skills.
Support from academic professionals. Academic teachers see CTE courses as "just electives" and do not understand the connection between the academic performance and CTE performance.
As an employer I find I have to really work at the relationship. I know program administrators are very busy but potentially encouraging teachers to reach out to increasing business internships for students.
I feel like i have to figure out the individual high school programs and then engage with teachers. If teachers aren't encouraged to get students internships then sometimes they don't reply to me as a business.
Limited English Prophecy, transportation issues, credit deficiencies, etc.

Lack of relevance to their future career success.
Common challenges include limited access to academic support, career guidance, affordable transportation, mental health resources, and insufficient tutoring and counseling services.
n/a
Lack of financial resources
Their movement from house to house in the foster care system & LEAs not implementing the educational rights of students in foster care for school stability.
Being in a rural area
Lack of support from family to pursue education along with lack of funding.
Typically, it is issues of a personal nature and not an issue with the training or access to it. Wrap-Around Services May Prevent this.
Small rural schools are in a completely different boat than larger schools in metro areas. Our high school is 110 kids on a good day and because we cannot afford more teachers, our schedule is very limited. Most of our CTE teachers teach MULTIPLE programs. We also cannot offer most things multiple times a day. English 1 is only offered one period, so that period, all freshmen are there. This makes class choice very inflexible. Students often do not have much choice in their schedules. Our biggest challenge is the schedule.
Our second largest challenge is the location of our school. We cannot recruit to our school. The population of our student body is what it is. The nearest school is 45 minutes away and the closes community college is an hour. That means if our students take any dual enrollment classes they are gone for an extra two hours, taking them out of our on campus CTE courses.
Enrollment drops are having a significant impact on our school. Big changes will have to be made soon if we continue our downward enrollment trend.
Offer more info and give them more to think about. Give them better introductions and samples. Let them see what it can do for them. More samples in events.
Availability of job opportunities in which to apply what is learned from CTE
Four year colleges are overplayed.
Students are removed from CTE completion to complete regular ed classes for graduation
Lack of knowledge and opportunities of the program or programs
Parental involvement and support.
sdf
Someone not being there to hold them accountable, not having experienced life yet.
The "system" hinders the ability to be flexible. We have all these great programs, but we often lack guidance from school finance on what we can and cannot do to make sure funding is protected. This leads to the scales being unbalanced for students trying to fit it all in.
Transportation funding is not the only issue with this topic. It is hard to find drivers to support the routes needed. Districts often shy away from transporting for valuable programs.

Changing generational issues is sometimes hard to overcome. Methods and strategies to help would be appreciated.
Childcare and transportation.
Lack of availability of funds to maintain equipment such as sewing and trained teachers to teach life skills. Every high school student loses out on a life skills class that is part consumer education (the parts not covered by Econ, which is a university requirement and unfortunately replaced consumer education) and then add hand sewing hems and buttons and patching, basic nutrition, basic child care, checking accounts, credit cards and interest, reading a lease, purchasing a car, and anything else not covered in Econ.
Students balancing commitments in order to take full advantage of the CTE Program.
Career literacy and employability skills
Awareness, advising and support for non-traditional opportunities.
Online book work, and language barrier. Some of my students are coming from Mexico with little to no English and struggle because of the lack of US education, and not fully speaking or understanding English.
Internal motivation and support from family
Lack of resources due to poverty, high mobility rates, immigration issues.
Our CTED is far away and transportation time cuts into academic time. We need to be able to offer more cutting edge programs in the local satellite member school districts.
Absenteeism
Lack of spots of programs that are most desirable. Lack of industry professionals willing to take the pay cut to become educators.
Lack of student attendance in our schools we need the students in the seats in order for them to get the education.
Migratory patterns of seasonal agricultural workers (interruptions/relocations during the school year)
Mobility of our student population and limited English proficiency.
Language is an issue for many of our parents and students. We see lower scores on industry certifications based on this issue. However the students really try hard to make it work and they see the value in working at it.
Because we are online and statewide, access to our different hands-on learning can be challenging as well as transportation to things like CTSO events, etc
Honors credit, AP Credit and Dual enrollment - high demand in our district
Perceived barriers based on impact of disability; lack of inclusive language; lack of high expectations for students with disabilities; lack of understanding of accommodations/modifications that could benefit people with diverse abilities; misperception about cost to implement accommodations/modifications
Many sped students are left behind on these classes due to his 504 or an IEP and some schools do not give them chances to register for the class due to seats not available for them
I feel that the greatest challenge is the fact that most high school kids cannot see the big picture, or the long-term results of their efforts. Teaching them skills is great, allowing them to apply those skills

is also invaluable. However, most 16, 17 or even 18-year-old students lack the ability to see themselves in a particular career or career path one, five or ten years down the line.
Motivation
counselors who pay preference to the dream that all kids need college and jobs will magically come to them with their degree in hand
Working and supporting a family while attending CTE program

How could CTE programs better serve the populations or student groups you serve (or the universe of Arizona students)?
n/a
Transportation, could even only be gas money to help the student
Broader range of choices
awareness
Full and appropriate funding and highly qualified and passionate teachers
Providing more career guidance that would allow students to make educated and realistic plans about college and career readiness.
remove the assessment mandates and use industry certifications as a passing requirement.
Increase in Business Partnerships
Provide greater funding equity towards rural populations that do not have easy access to programs, either by devoting more funding to start programs in rural areas, or provide funding specific for transportation.
Access to more useful certifications that can be applied to future jobs.
Flexibility in scheduling (ex: block schedules, year round, etc). Provide funds for transportation to programs offered at central campuses.
Increase freedom in how teachers teach their programs. Teachers feel bound to "check the boxes" required by CTE which then puts a choke hold on how they serve students.
Support from home
Obviously funding, but I think that the more robust programs we have available, the better we could serve our students.
By ensuring that all AZ high school graduates complete at least one CTE program.
It does a great job servicing our students
Increase state funding for school and for CTE. Include CTE as part of the graduation requirement more than 1 credit.
More opportunities and support for our students in rural communities.
N/A
I believe students would be better served through increased dual enrollment opportunities within CTE. The state could help move this forward in several ways as a facilitator and in providing incentives in the school district grading system.
Offer the career areas the students would like to pursue.
Continue to focus on industry relevance. Industry credentials offered (and pushed by ADE) need to be much more relevant in industry and not just the vendor. If offering a relevant industry certification, it needs to be tied to the standards instead of added onto the course requirements. This will allow teachers to tie it all together more cohesively, offering students technical standards and industry certification in a meaningful way.
<ol style="list-style-type: none"> 1. Get transportation for student interns to get to employers 2. Have an option of an in-class class project be with a local business. I'm thinking for shirts embroidery or logo printing could be done in-class. Students could engage with an employer over Zoom and create logos or if the business has a logo and needs shirts embroidered or heat pressed

with a logo the students could offer this service.
Increase community engagement and support by doing things the kids already have to do. The kids have to practice and create in order to become good at a task.
I am on the Maricopa County Community College Foundation and Peoria Community College has an cyber security internship they are partnering students with local municipalities and schools in Wickenburg AZ.
Push this model out!
Please excuse the potential ignorance of my response. I would imagine that virtually almost any student and their families (regardless of demographic) understand the concept of college/university. Even if they don't understand the nuances or processes to get there. The same has to be done for CTE, where a student and their families understand that concepts of CTE and the benefits associated to this type of program.
Create a better connection between critical skills learned in just about any CTE program to the high demand jobs in Arizona.
CTE could offer more customized support such as mentorship, accessible training, flexible scheduling, and partnerships with unique local industries to align with student's career goals.
I believe by providing paid internships through partnerships.
Hosting more career fairs with local organizations
Provide outreach to the foster care points of contact at each LEA to funnel the information to students in foster care
Opportunities for all students not only students in metropolitan areas of the state.
Increase funding to postsecondary education to support emerging CTE programs.
Create programs that are relevant in the area. So that the training results in employment after graduation.
Many students are in CTE courses because of the hands-on nature of the classes. They thrive in environments that their performance on tasks is being evaluated in the form of projects, labs, demonstrations, etc. They should not, then be evaluated on a state level by a multiple choice test. Everything CTE teaches goes against multiple choice test models. Programs, schools and districts are being evaluated on the percentage of students that are passing a multiple choice exam, while also being told that over 51% of class time should be hands-on. It does not make sense. CTE could be better served by creating a different type of assessment (or even just their ability to earn a certification).
More options and hands-on events and experiences.
Alignment with apprenticeship which secure job opportunities and further career development and advancement
Too many hoops and regulations for CTE accountability that take away our ability to help teachers and students be successful.

allow for cross-credit, ie. an EMT progrma can count fro a science, engineering a math...not all schools allow for that option and pull students back to academic classes and they do not finish their CTE program
Continue marketing CTE as career not vocational
Funding of middle school students in CTE
sdf
Providing additional services after graduation, or if the student has dropped out.
Best practices that can be shared statewide and scaled from large to small districts or vice versa. Many districts operate with very small staffs so having examples to utilize without having to commit a small amount of human capital would be helpful.
Better connect to community college programming and services. Secondary CTE in metro areas sometimes acts as a competitor to Community Colleges.
State requirement of a Life Skills intro class that is Freshman year so they have time to take classes of interest based on their exposure from the Life Skills class.
Connect the CTE Program to more industry partners for WBL.
K-8 exposure to CTE
Strengthen industry partnerships and work-based learning,
Working to help students with a language barrier still be successful in class.
Changing the view of these programs as only for those who cannot achieve academically.
CTE teacher recruitment and retention strategies. Difficult to complete with industry wages.
Embed more academics to make it count for math and CTE. Math is a big barrier to having an elective period if the students are retaking Algebra instead of starting CTE.
Communication with the general student body.
Most high school campuses just don't have enough space for lots of programs. Maybe mini-CTED like structures for various districts.
The more usable trades a student has the more community ready and prepared they are. A student that has taken a CTE course may not chose it as a career path but the knowledge may be used in our community in other ways such as helping a neighbor and that is a big deal in today's society.
If programs were offered that could be started in-person, then completed online. Or a curriculum that could be interrupted and continued at a later time.
More collaboration with your department at the ADE level.
Provide as many options as possible so students and parents can make a clear choice.
Assist with transportation to events.
Broader career pathways - such as Communications Media
See above
create classes to support students with an IEP and have the support they need in the class.
I believe that the current CTE programs do extremely well preparing students for a vocation or a career path by developing skills (both soft and hard). However, as I stated previously, most students lack the ability to see themselves realistically in the future. Helping to develop the ability to envision

themselves in a career path several years in the future, I believe will help increase the chances of success.
CTE programs give students a purpose
n/A
More state funding for support services.

How could the CTE system better engage employers in providing work-based learning opportunities?
by having a better understanding of what skills students are leaving the classroom with and the quality of our CTE programs.
Local employer events at the local college with all High schools involvement.
Access to shadowing, visits to CTE programs to educate students about opportunities
More money incentives. Teachers aren't getting enough compensation.
Incentivize apprenticeships by supplementing pay, clearly answer employee question of "What's in it for me?" Besides just gaining an employee.
Simplicity and convenience. It needs to be easy and for employers and schools to connect and establish WBL opportunities. Simplicity is processes and protocols.
removing age requirements from 18 to 15.
statewide campaign in coordination with local districts to compel business to get involved (in at least some way) and provide support/instructions on how to do so, instead of sitting on the sidelines complaining.
CTE system needs to bring employers into the learning environment to reduce barriers of the fear of bringing in minors to work in their facilities. Once employers see how passionate and professional student interns are, they are more apt to create opportunities to students.
Create internship/apprenticeship programs for students who are 16 or older.
Pipeline partnerships. Incentives for companies who partner to receive tax breaks or other incentives.
I don't know. We definitely need help in this area. Clearly, ADE struggles also, since you are always short on judges. We need to put in a system similar to Nashville, and Louisville where business groups feel included in the education system. We have so many intermediary agencies in Arizona, yet no one is making ground.
Having a one stop out reach with all employers
Better communication and understanding on what is required from WBL partners.
Develop a robust job shadowing and apprenticeship program for students in multiple regions throughout the state.
Have student workshops in each district
Incentives to the businesses for partnering with CTE and CTED's
I don't know because I am not involved with the discussions with potential employers
N/A
As a facilitator - subsidize the cost of AZ Pipeline software for CTEDs and post secondary schools, provide work-based learning legal agreement templates, and share success stories.
I am not sure it is the system, but the employers' capacity to provide work-based learning for hundreds of students in a particular career field. This is especially in the case where several high schools and districts are competing for the same internships.
WIFM - We have to clearly address the "What's In it For Me" mentality in order for businesses to get involved.
As an employer I find I have to really work at the relationship. I know program administrators are very busy but potentially encouraging teachers to reach out to increasing business internships for students.

I feel like I have to figure out the individual high school programs and then engage with teachers. If teachers aren't encouraged to get students internships then sometimes they don't reply to me as a business.

1. Incentivize Work-Based learning with funding.
2. Get transportation for student interns to get to employers.
3. Not every work-based opportunity has to be off Campus---because I know transportation is an issue--- Have an option of an in-class class project be with a local business. I'm thinking for shirts embroidery or logo printing could be done in-class. Students could engage with an employer over Zoom and create logos or if the business has a logo and needs shirts embroidered or heat pressed with a logo the students could offer this service. Students already have to do in-class projects have them engage with businesses to complete projects instead of having students print things that they don't use?..

Increase community engagement and support by doing things the kids already have to do. The kids have to practice and create in order to become good at a task.

I am on the Maricopa County Community College Foundation and Peoria Community College has an cyber security internship they are partnering students with local municipalities and schools in Wickenburg AZ.

Push this model out!

I think you are likely already doing a great job by demonstrating to businesses that if they want qualified and competent employees, it is best to develop a talent pipeline in Arizona than expect labor from other states/countries.

Investigate innovations in WBL including virtual and hybrid engagement.

CTE could foster partnerships through more incentives, streamlined communication, offer recognition programs for participating organizations, showcase mutual benefits such as skilled workforce development, and offer job shadowing days and career exploration fairs.

The CTE system can better engage employers by fostering strong partnerships and offering incentives for participation. Additionally, aligning curriculum with industry needs ensures that work-based learning opportunities are mutually beneficial.

Inviting them to the Annual Conference and hosting an employer section to better connect with their local programs

Provide incentives to employers to do targeted outreach to students in foster care.

Providing opportunities for students who do not live in metropolitan areas of the state.

Apprenticeships.

In construction (my industry) WBL is extremely difficult due to liability and safety concerns.

Again, this requirement completely leaves small rural schools out. The main employer in our area is a copper mine, which does not allow anyone under 18 on site. The remainder of our area is agricultural, which allows for Ag students to find opportunities, but all other programs struggle. We do not have

the infrastructure here to support our students participating in work based learning. The state model fits metro schools with endless opportunities around them. It does not fit rural areas.
Small real hands-on experiences on a visitation day. To visualize with actual small participation of things students can be introduced to.
Registered Apprenticeships
I live in rural Arizona. We have very few employers in my town. Provide extra funding to develop in-house work based learning programs.
support employers that have insurance worries because the students may be under 18. perhaps lobby at the state/national level to protect employers from those issues
Honest dialogue of what they are willing to support both in human and financial capital to help grow the pipeline. Support in our classrooms as needed
Advertise the cost effectiveness of growing your own employees through WBL when it is taken advantage of.
sdf
Don't make the process as complicated. Most employers want to come in and volunteer for a few hours but don't have the bandwidth to create training programs, or organize something at a more complex level. They should be able to provide their subject matter expertise, make a career opportunity sound accessible and achievable and connect them with employment opportunities.
Short one pay flyers to help them understand how to mitigate liability.
Advocate for paid work-based learning experiences.
Employers could offer shadowing days.
Helping employers see the potential in WBL lowering recruitment costs by teaming up with school, such as in-classroom speakers and on-site student visits, students receive early exposure to what it's like to work for a particular organization. Then if students complete internships or clinicals that strengthens that relationships and the overall reputation of the CTE program with other employers in the community.
Since WBL is embedded in CTE, it's the quality of the student determines the success. There are plenty of open positions for entry level workers. Once experienced with working, the challenge becomes finding an entry level position within the desired career pathway.
Streamline communication and coordination, offer incentives and support for employers. Ensure work-based learning is flexible and feasible. Highlight success stories and outcomes.
Working to provide internships once a student has received there certifications.
Helping employers understand how CTE students can work for them within industry age and experience limits
We need to do a better job of communicating to employers regarding how their businesses benefit by providing work-based learning opportunities.
Have the CTED's share their WBL partnerships with the satellite member districts instead of competing for the same relationships.
Connection between the teacher and local employers
IDK

Find a way that we could work with the employer to find insurance that is a fit for our students working for them. The biggest excuse I hear is "We would love to hire your student but our insurance won't allow us to."
Unsure
Looking at what is available in their communities or expanding beyond what is offered.
I like the new regional engagement by your workbased learning person. We have hired our own workbased learning director and she has really worked to increase WBL in our district.
More partnerships!
Lower age requirements Incentives for employers Formalized programs
Educate employers about value of employing people with diverse abilities; education employers about use of inclusive language and high expectations for students with disabilities; provide resources and education regarding potential accommodations/modifications that could benefit people with diverse abilities in completing work training and tasks, including cost and effort.
CTE should create a system of micro-credential for students who want to work and learn but cannot pass the test at the end due to their reading and writing skills because of their disabilities.
I think educating the potential employers and building relationships with them and then supporting them with the students will help a great deal. I have seen more than a few times the continued relationship falls apart due to an infrequency of placement, and the lack of support for the employers who are not necessarily equipped to nurture the students in areas of soft skills. (professionalism, punctuality, proper communication, etc...)
Virtual options for our Rural communities
Not having age barriers
school tours
Partnering with community colleges